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1 OF 7
DOCUMENT
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Resources in Education (RIE). Volume 15, Number 02.

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Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 80

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. On annual subscription, $42.70 (Domestic), $53.40 (Foreign)

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Abstracts, Education, *Indexes (Locaters)

Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 176 013 CE 019 505

Kansas State Plan for Career Education. Final Report. F.Y. 1978, July 1, 1977 September 30, 1978.

InterAmerica Research Associates, Lawrence, Kans.
Spons Agency-Kansas State Dept. of Education, Topeka.
Pub Date 78
Grant-G007700943
Note-475p.; Some pages in this document may not reproduce well due to weak print
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-*Career Education, Educational Objectives, *Educational Planning, Elementary Secondary Education, Information Dissemination, Master Plans, Needs Assessment, Program Development, Program Effectiveness, *Program Planning, *Statewide Planning
Identifiers-*Kansas

A two-year project was undertaken in Kansas to develop a five-year plan for career education in the state. The first year resulted in (1) a brief summary of previous work done in Kansas since the introduction of the career education concept, (2) establishment of a definition of career education, (3) a description of various resources that can be utilized in career education planning, (4) a proposed management plan, (5) specific goals and objectives, (6) a proposed plan for interagency cooperation, and (7) proposed strategies. The second year resulted in the production of two documents: ``State Plan for Career Education in Kansas'' and the ``Handbook for Developing, Implementing, and Evaluating Career Education Programs in Kansas Schools.'' Among the project's major activities were the following: coordinating five advisory groups' efforts in developing and validating the plan; conducting a statewide needs assessment; and instituting a state career education information bank. When evaluated, the project was considered successful in meeting its goals. As for dissemination activities, a statewide conference was held and newsletters were distributed, as well as 850 copies of the proposed plan. (The appendixes include the first-year draft and the approved version of the state plan; the handbook named above; developmental information; validation instruments and needs assessment instruments; and dissemination literature.) (ELG)

forms. (BM)

ED 176 032 CE 021 398

Bettis, Glenn E. Hyder, Carroll R.

A Study to Develop and Implement a One- and Five-Year Student and Employer Based Follow-up Study of Secondary Vocational Education Programs. Final Report, September 1, 1977-June 30 1978.

East Tennessee State Univ., Johnson City.

Spons Agency-Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

Pub Date-Jun 78

Note-159p.; Some pages in this document will not reproduce well due to small or broken type; Document prepared through the Department of Industrial Education

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Employer Attitudes, Employer Employee Relationship, Employment Patterns, Failure Factors, *Graduate Surveys, Job Placement, Job Skills, Program Development, *Program Effectiveness, Secondary Education, Success Factors, *Vocational Education, *Vocational Followup

Identifiers-*Tennessee

A study was conducted to develop and implement a one- and five-year student and employer-based follow-up study of secondary vocational education programs in Tennessee. Questionnaires were sent to 1,013 students who graduated in 1975-76 and to 92 of their employers. It was found that (1) students in both groups rated the Tennessee vocational program very highly overall; (2) a high percentage of those enrolled in vocational programs complete the program; (3) unemployment was higher for the 1975-76 group than for the earlier one; (4) most program graduates pursued further training; (5) employers rated the state program above average; (6) employers did not know about initial job placement services; (7) employers were satisfied with the cooperation of vocational instructors; and (8) employers felt that many employees need additional training and improved working skills in the areas of unsupervised work and communication. Specific recommendations were made to improve the present vocational program. To comply with federal requirements for reporting vocational education data, modifications were later made in the follow-up survey model that was developed in this study. (The appendixes contain sample questionnaires and the revised employer survey form to comply with the federal guidelines.) (ELG)

significant difference between the groups using secular games and the group using religious games. The study concludes that the secular games used in the study are as effective as the religious games used. (The appendixes contain four secular and four religious experimental education activities, a description of the Personal Orientation Inventory, and the Likert questionnaire.) (LRA)

A Study of the Administration and Operation of Vocational-Technical Education Programs. National Advisory Council on Vocational Education, Washington, D.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Dec 77
Note-54p.; Appendixes A and C will not reproduce well due to broken print and small type. For related documents see CE 022 378-381
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Problems, Federal Programs, Federal State Relationship, *Program Administration, *Program Coordination, Program Planning, *Vocational Education
Identifiers-Bureau of Occupational Adult Education, *Division of Vocational Technical Education

In compliance with legislative authority, the National Advisory Council on Vocational Education approved a two-year study of the United States Bureau of Occupational and Adult Education (BOAE). The study was to be conducted in two phases. Phase I (reported here) sought out current problems in the administration and operation of vocational education programs as conducted by the Division of Vocational and Technical Education (DVTE). The following activities occurred: (1) analysis of BOAE's mission statement and other relevant documents, and (2) conduct of comprehensive interviews with state directors, staff of BOAE and DVTE, personnel from the Office of Education, Office of the Secretary of Health Education and Welfare, and the Office of Management and Budget, and other knowledgeable individuals in vocational education. The data collected were organized into six categories: external factors, structure, workload, staffing, operational planning, and administrative plans. The findings were analyzed, and it was concluded that the publication of a final report should await the conclusion of the second phase after a further and more comprehensive analysis could be made. (This document contains the interim report; CE 022 379 contains the full report; and CE 022 381 contains an executive summary.) (BM)

Canada; and a course outline for moped safety. (LRA)

ED 176 090 CE 022 661

Watts, Harold W. Skidmore, Felicity

The Implications of Changing Family Patterns and Behavior for Labor Force and Hardship Measurement. Background Paper No. 16.

National Commission on Employment and Unemployment Statistics.
Pub Date-Jun 78
Note-7[illegible]
Availab[illegible] Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00642-1)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Data Collection, *Economically Disadvantaged, Economic Factors, Economic Research, *Employment Statistics, Family Income, *Family Structure, *Labor Force, Manpower Utilization, *Measurement Techniques, Poverty Research, Social Change, Social Factors, Unemployed

Two major points are discussed concerning the implications of changing family patterns and behavior for labor force and hardship measurement. First, since household income is not restricted to the earnings of one individual, economic hardship cannot be measured by labor force statistics. Arguing that the poverty count is the appropriate measure of economic hardship, a recommendation is made for the collection of more detailed data on unearned household income and on taxes to improve the accuracy of the poverty count. Second, due to shifts in the demographic composition of the labor force and in the life cycle timing of education-work retirement, the use of traditional employment and unemployment statistics to measure the social costs of underutilization is viewed as being no longer valid. To fill these data needs, a recommendation is made for the regular collection of data on the productive uses of time by adults classified according to previous employment history. (JH)

ED 176 109 CE 022 746

Tittle, Carol Kehr
Sex Role Values in the Career Decision-Making Process. Final Report.
North Carolina Univ., Greensboro.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Contract-NIE-G-76-0074
Note-420p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Career Development, *Career Planning, Child Rearing, *Decision Making, Educational Interest, *Females, Marriage, *Occupational Aspiration, Racial Differences, Sex Differences, Socioeconomic Status, *Values

Current career education curricula seems to neglect basic elements of career decision making for women. This criticism was addressed by first developing sets of values in the areas of marriage and parenthood and then examining the relationships of the values to educational, occupational, fertility, and labor force participation plans. Six hundred urban 11th grade students were individually interviewed to ascertain their levels of educational and occupational aspirations. Students represented equally both sexes, three ethnic groups, and two socio-economic levels. Responses to tasks requiring ranking and rating of alternative work patterns and occupational, marriage, and parenthood values were analyzed. Values, particularly the occupational and parenthood values, demonstrated a relationship with level of educational aspirations. Weaker relationships were found for the values and occupational aspirations. Factor analyses of the values demonstrated both independence and overlap among the three sets. The major group differences found for the values were sex, then SES, and few ethnic group differences. The results indicate that theorists in career development and career decision making must expand their perspectives to include a larger set of adult roles (work, marriage and homemaking, and parenthood) in order to understand women's career choices. (Author/BM)

CG

ED 176 128 CG 013 718

Dupont, Robert L. And Others
Handbook On Drug Abuse.
Metrotec Research Associates, Washington, D.C.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date-Jan 79
Contract-271-77-6001
Note-439p.
Pub Type- Collected Works - General (020) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-*Community Health Services, *Drug Abuse, *Drug Therapy, Marihuana, *Medical Research, Narcotics, *Prevention, Preventive Medicine, *Psychological Characteristics, Sedatives, Stimulants

A decade of professional research on drug abuse has produced both an abundance of materials and a vocabulary that is not shared by planners, clinicians, and policy makers. This handbook compiles the major developments of the period and their treatment and research implications in a style intended to be understood by all three types of professionals. Over 40 authors surveyed the literature in their own area of expertise, often including their own viewpoints and recommendations. The nine sections of the book range from the history of the field through treatment modalities, as well as specific methods for specialized needs; specific drugs or classes of drugs; drug use from both a psychosocial and epidemiological perspective; the special issues of management, training, and prevention; and a section on research prospects and an assessment of future direction of the field. (Author/LS)

to their jobs. (Author/PJC)

ED 176 151 CG 013 752

Denmark, Florence L.

Why the Equal Rights Amendment?

Pub Date-Apr 79

Note-9p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, Nevada, April 16-19, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Opportunities, Equal Opportunities (Jobs), *Equal Protection, *Females, Justice, *Laws, Military Service, Pregnancy, *Sex Discrimination, *Sex Stereotypes, Social Services

Identifiers-*Equal Rights Amendment

The Equal Rights Amendment proposes to ensure constitutional protection against all legislative sex discrimination. Separate but Equal'' standards, be they legal, social or psychological, are inevitably incompatable with equal protection under the law and act as a barrier to each individual's freedom for self determination. Equal rights, equal protection, equal opportunity and equal responsibility for all individuals under the law does not necessarily imply an equal number of men and women in each role in society, nor does it undermine the value of the family or those spheres of activity which have been traditionally considered feminine. Individual choice is substituted for social prescription, and both men and women will benefit from the loosening of artificial sex-role definitions. (Author/PJC)

Opportunities (Jobs), Inservice Education, *Nondiscriminatory Education, Resource Materials, Secondary Education, Secondary School Teachers, *Sex Fairness, *Sex Stereotypes, *Vocational Counseling

An Indiana state-funded Vocational Education Information research survey of secondary students on the selection of non-traditional career choices demonstrated the need for materials to aid educators in implementing the survey's recommendations. It recommended improving sex equity in career choices and classroom materials, increasing awareness of sex biases, and providing inservice training on sex equity. This bibliography attempts to meet those goals with over 300 annotated citations. The bibliography examines resources on the topics of sex bias in education and work, strategies to achieve sex equality, sex fair materials for use by teachers and counselors, inservice training to promote sex equity, assistance for returning women students and concludes with persons and organizations providing additional resources for sex fair education. (Author/LS)

their spouses, and they rated self-emitted negative behavior poorly. Distressed partners seemed to discriminate and rate positive problem solving behaviors at least as well as the nondistressed partners. Distressed wives were most reliable and accurate in rating their own (relatively low) output of positive verbal and nonverbal behavior. Results suggest that certain behavioral differences observed between ``clinical'' and ``normal'' couples during conflict resolution may not relate as much to distressed partners' inability to discriminate appropriate behaviors as to their inability or unwillingness to engage in them. (Author) class, program, teacher, and pupil characteristics, and out-of-school conditions; teacher competencies in reading, including concepts, competencies, and criterion indicators for the teaching of reading; teaching competency in the language arts; and teaching competencies in listening, including competencies and criterion indicators for the teaching of listening. References are included with each section. (FL)

ED 176 239 CS 005 016

Martin, Jeanne Veldman, Donald J.

Levels of Analysis in Teacher Effectiveness Research. Report No. 4075.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-NIE-C-74-0089

Note-25p.

Pub Type-Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Arrangement, Classroom Research, Comparative Analysis, *Effective Teaching, Primary Education, Reading Achievement, *Reading Instruction, *Reading Research, *Research Methodology, *Small Group Instruction, Student Teacher Relationship, Teaching Techniques

Data were collected in a teacher effectiveness study on the interaction of teachers and first grade students while the students participated in reading groups within intact classes. Eighteen teacher behavior variables drawn from the data were then related to student achievement using three units of analysis: class means, reading group means within classes, and student scores within reading groups. The results were then compared across the three sets of analyses. It was found that the pattern of results differed depending upon the unit used in the analyses. The relationships of teacher behaviors to student achievement were frequently inconsistent across within-class and between-class analyses. Relationships that occurred at the class level of analysis did not always occur within classes, and relationships that occurred within classes at the student-within-reading-group level of analysis frequently did not occur at the reading-group-within-class or class levels of analysis. It was concluded that a combination of both within-class analyses and between-class analyses provided a better understanding of the relationship of teacher-student interactions to student achievement than did either within-class or between-class analysis alone. (Author/FL)

evaluates those skills in an artificial setting. Advantages are that it underscores the importance that the entire college places on writing, offers students the opportunity to rewrite the exam, and encourages all faculty to share the responsibility for improving student writing skills. (Appended are the policies and procedures of the writing exam, samples of essay questions, rhetorical criteria, essays used as rating guides, and an analytic scoring guide.) (AEA)

News Media, Newspapers, *News Reporting, Periodicals, Public Opinion, *Science Education, Scientific Literacy

A study of news refraction was conducted to determine how well the press has functioned in popularizing scientific views and findings on a subject with direct implications for a controversial social issue. In reporting the marijuana question, the press produced a certain amount of refraction or news-slanting. For example, science articles publicized were somewhat more pathology-oriented and variable in judgment than science articles not publicized, hinting at a mixture of conservative and sensationalistic tendencies. At the same time, personal views of authorities publicized by the press were less likely to affirm marijuana-related pathologies than the majority of scientific reports appearing in scientific literature, primarily when considering the issues of addiction and escalation. The actual marijuana expertise of authorities quoted by the press was, on the average, low. These trends waxed and waned according to particular mass journals or journal types making up the sample. The main current of the findings, however, leads to the conclusion that the press, in reporting the marijuana issue, has managed to keep refraction within reasonable bounds. (Author/AEA)

function. (AEA)

ED 176 304 CS 205 146

Gebhard, Ann O.

The Impact of Bilingual/Bicultural Education on English Education.

Pub Date-Mar 79

Note-11p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Biculturalism, *Bilingual Education, *Cultural Awareness, *English (Second Language), *English Instruction, Multicultural Education, *Nonstandard Dialects, Professional Associations, Reading Instruction, Teacher Attitudes, Teaching Methods

The impact of bilingual/bicultural instruction on English education could be a lessening of low success, undifferentiated teaching. The demand for accommodation of cultural pluralism in the classroom could result in training practices and attitudinal growth that will produce the kind of positive individualization in school practice that will benefit all children. Federally inspired bilingual/bicultural mandates prompt state certification requirements that will introduce linguistically trained and sensitive personnel into the nation's schools. The social reality of classrooms in the United States indicates that many English teachers are or should be teachers of English as a second language/dialect. Professional organizations such as the National Council of Teachers of English have historically supported the recognition of linguistic diversity in the classroom. Teaching English as a second language strategies that can be useful include: an eclectic approach to grammar teaching, insights into the role of syntax in comprehension, controlled composition techniques for writing, and attitudinal changes brought by an understanding of the culture of the child. (MKM)

ED 176 326 CS 205 188

Slavin, Suzy, Comp.
Folklore: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date-79
Note-8p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anthropology, Ethnography, Ethnology, *Folk Culture, *Folk Drama, *Folklore Books, Information Sources, Literature, *Reference Materials

This biliography, designed primarily for students of literature and anthropology, deals principally with traditional oral folk literature and the folk tale narrative. The materials in the bibliography, cited for their references to folk arts, crafts, customs, legends, and riddles, are listed within four categories: guides and handbooks, dictionaries and encyclopedias, motif indexes, and current/retrospective bibiliography. The retrospective bibliography section is subdivided further into general, regional, proverbs, and theses references. (RL)

ED 176 348 CS 502 617

Garrison, Karen R.

Analyzing the Development, Treatment, and Effects of Communication Apprehension.

Pub Date-May 79
Note-20p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, Behavior Patterns, Child Development, *Communication (Thought Transfer), Elementary Secondary Education, Environmental Influences, Individual Characteristics, *Intervention, Parent Child Relationship, *Speech Communication, Student Problems
Identifiers-*Communication Apprehension, *Communication Research

Theories and research findings relating to the development, treatment, and effects of communication apprehension (CA) are presented in this paper. The first section, which traces the etiology and development of CA, posits a relationship between environment, personality constellations, and CA. A section on treatment of CA reviews and compares three ways in which CA among adults and children is currently being treated: systematic desensitization, cognitive restructuring, and cognitive modification. The final section notes the effects of CA in the classroom and presents findings regarding correlations between CA and intelligence, achievement, attitudes, and behavior patterns. (GT)

ED 176 369 EA 012 073

Levin, Henry M.

Economic Democracy, Education, and Social Change. Program Report No. 79-B16.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Grant-OB-NIE-G-78-0212
Note-32p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Capitalism, Employee Attitudes, *Employer Employee Relationship, Industrialization, *Job Satisfaction, Organization, Power Structure, Pyramid Organization, *School Industry Relationship, *School Role, Work Attitudes
Identifiers-*Economic Democracy, *Employee Participation

The major premise underlying this presentation is that every employee has a right to economic democracy, that is, participation in those affairs that impact on his or her life. It is first argued that there is a dialectical relation between the educational system and the world of work. In this dialectic the educational system both reinforces and undermines the production of wage labor. Schools help prepare wage earners who fit into the present economic system through highly structured regulations and an atmosphere of competition and alienation. However, they also undermine the economic system by providing a surplus of overeducated workers who are frustrated by low-level jobs. This situation threatens both the educational and work processes. Although many attempts are made to remedy this situation, most, such as career education and lifelong learning, are largely ineffective. It is suggested, rather, that employers may tend to respond to the higher expectations of the more educated worker by relying increasingly on integrating workers into the work process by increasing employee participation or democratizing the workplace. Examples of several forms of economic democracy are presented. The author concludes that in response, schools may begin to emphasize cooperation, group decision-making, autonomy, and other prerequisites for economic democracy. (Author/JM)

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this handbook focuses on financial support for Lutheran schools. It attempts to present a comprehensive description of factors to be considered in funding a Lutheran elementary school. Treated here are sources of funds, relationship of those sources to each other, and suggestions for securing funds from each source. The document is intended to help congregations review their own circumstances, policies, and objectives and choose the method or methods of funding best suited to their situation. The principal sources of funds for Lutheran elementary schools are described as being congregational support, tuition, and fees. Other miscellaneous sources of income, such as gifts, fund raising, support organizations, or matching funds, can be important. Public aid is available to some schools to fund such programs as transportation, textbooks, food services, and specialized help for the disadvantaged. For interparish schools, special formulas for determining congregational support must be set up. (Author/JM)

to have on the work force in school districts. Besides providing new protection to two classes of workers (the pregnant and the 45-and-over), the paper claims the acts will reduce job opportunities in the schools for qualified candidates. The role of school administrators is to assure that no children suffer from low quality instruction as a consequence of pregnant or aging employees, and at the same time assure these employees that they will not be victims of bias when their performance is evaluated. Other topics covered by the paper include disputes, cases, and congressional testimony about pregnant employees and aging workers. The paper concludes that several new restrictive obligations of employment are now in place and must be incorporated into the thinking and practice of school administrators who deal with personnel management. (Author/LD) the state of Massachusetts. An introductory section discusses developmental disabilities and advocacy. The main section, on legal rights, covers such areas as discrimination (including Section 504 of the Rehabilitation Act of 1973); employment (including wages and fringe benefits); vocational rehabilitation (including sheltered workshops); health care (including medicaid and medicare); public benefits (including social security disability, veterans benefits, and food stamps); housing; transportation (including license plates for the handicapped); special education; recreation; money (banks, bills, and consumer rights); insurance; competence, guardianship, conservatorship, and other options; voting; family rights (including marriage, abortion, sterilization, and sexuality); rights in institutions and community residences; and criminal matters (including victims' rights). Also included are listings of state agencies and their local offices, private developmental disabilities organizations, courts, and sources of legal help. Brief citations to major laws are also included. (Author/DLS)

ED 176 454 EC 120 467

Gear, Gayle And Others

Randy: The Learning Disabled Child in Your Classroom.

Alabama Univ., Birmingham. School of Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date 79

Note-28p.; For other booklets in the series, see EC 120 468-470

Available from-The Interrelated Teacher Education Project, The University of Alabama, Birmingham, Alabama 35294

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Diagnosis, Elementary Secondary Education, *Learning Disabilities, *Mainstreaming, Mathematics, Reading, Resources, *Student Characteristics, *Teaching Methods

Intended for regular class teachers, the booklet provides information to aid in mainstreaming the learning disabled (LD) child. Sections address the following areas: characteristics of the LD child (legal definition, areas of difficulty); educational assessment (the assessment team, types of tests), reading; mathematics (specific arithmetic programs); effective teaching methods, and resources on learning disabilities. (SBH)

ED 176 474 EC 120 522

SER-LARS, Volume 8. Instructional Materials by Publisher. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Contract-OEC-0-74-7892; OEC-2-70-0051
Note-658p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526
Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors-Elementary Secondary Education, *Handicapped Children, *Instructional Materials
Identifiers-*SER LARS (Information System)

The eighth volume in the SER-LARS (Special Education Resources Location Analysis and Retrieval System) series, a diagnostic-prescriptive instructional data bank for teachers of handicapped children, inventories instructional materials by publisher. Organized alphabetically by publisher, entries include title and SER-LARS accession number. (CL)

supervising, and evaluating of paraprofessionals and volunteers; interagency cooperation; administrative aspects; and teacher self-improvement. (DLS)

ED 176 493 EC 120 550

Wisconsin Child Identification.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.
Report No.-WSDPI-Bull-8356
Pub Date-Dec 78
Note-58p.; Some print is marginal and may not reproduce well
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Federal Legislation, *Handicapped Children, *Identification, Interagency Cooperation, Program Evaluation, *State Programs
Identifiers-*Child Find, *Wisconsin

The report, over half of which consists of appendixes, discusses the statewide handicapped children identification effort in Wisconsin, as mandated by the Education for All Handicapped Children Act (P.L. 94-142), Section 504 of the Rehabilitation Act of 1973, and other legislation. The section on the statewide identification project (Project Child Find) focuses on such aspects as public awareness, interagency cooperation, data collection and management, project staffing, and advisory committees. Among the topics covered in the section on Wisconsin local child identification projects are legislative mandates, project application, and local objectives. The evaluation of the identification programs is discussed, and some data are presented on the results to date. Some present handicapped child identification activities in Wisconsin are outlined. Included in the nine appendixes are public awareness materials, a list of high risk perinatal centers, a list of Child Find advisory committee members, and a sample "request for screening" packet. (DLS)

ED 176 512 EC 120 607

Harley, Randall K. And Others
The Development of a Program in Orientation and Mobility for Multiply Impaired Low Vision Children. Final Report.
George Peabody Coll. for Teachers, Nashville, Tenn.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-15 Mar 78
Grant-G007605199
Note-97p.
Available from-Stoelting Company, 1350 S. Kostner Avenue, Chicago, Illinois 60623
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Exceptional Child Research, Field Studies, Instructional Materials, *Material Development, *Multiply Handicapped, Partially Sighted, *Performance Based Education, Task Analysis, *Visually Handicapped, *Visually Handicapped Mobility, *Visually Handicapped Orientation
Identifiers-*Peabody Mobility Scale

The report details the project to develop programed instruction (in which each lesson is programed in small sequential steps) in visual orientation and mobility for multi-impaired low vision children (from preschool age to early adulthood). An introductory section reviews literature showing a need for orientation and mobility instruction; and describes a study to develop, refine, and validate a revised and improved manual in orientation and mobility for multiply impaired blind children. A positive field test with 42 children (4-13 years old) supported the effectiveness of the programed intervention system. A second section focuses on the adaptation of the Peabody Mobility Scale (PMS) for low vision children. A programed instructional system was organized into the same four separate components as the PMS (motor development, vision utilization, concept development, and mobility and orientation skills), and was field tested with 85 visually impaired multiply handicapped children. Ss who received instruction based on the programed intervention system demonstrated significant overall performance gains. Among appended materials are raw data, sample profiles, PMS excerpts, excerpts from programed instructional materials, and sample vision screening and teacher evaluation forms. (SBH)

ED 176 533 FL 007 433

Azios, Maria Leticia And Others

Teaching English as a Second Language: A Handbook for Language Arts. Curriculum Bulletin Number 75CBM3, Secondary Level.

Houston Independent School District, Tex.
Pub Date-75
Note-168p.
Language-English, Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-American Indian Languages, Bilingual Students, Capitalization (Alphabetic), Cloze Procedure, *Composition (Literary), *English (Second Language), Form Classes (Languages), *Grammar, *Instructional Materials, *Language Arts, *Language Instruction, *Language Skills, Linguistic Borrowing, Morphology (Languages), Nonverbal Communication, Paragraph Composition, Phonology, Punctuation, Secondary Education, Second Language Learning, Sentences, Spanish, Spanish Speaking, Verbs, Writing Skills
Identifiers-*Slang, Tense (Verbs)

This course guide is intended for classroom use by teachers of English as a second language (ESL) to Spanish-speaking secondary school students. Each unit offers exercises and activities to facilitate increased proficiency in some aspect of English grammar or usage. The book is prefaced with a rationale to guide the teacher. Topics covered include sound discrimination through minimal pairs, the Cloze method, word borrowing from Indian language to Spanish, word borrowing from Spanish to English, slang, gestures and expressions, punctuation, capital letters, count and non-count nouns, action and linking verbs, past tense of regular verbs, regular and irregular verbs, irregular past tense, adjectives, parts of speech, stressed and unstressed syllables, techniques of description, comparison of adjectives, writing a recipe, logical sequence, accents, homonyms, types of sentences, sentence construction, sentence variety, news reporting, paragraphs, adverbs, modal auxiliaries, identifying root words, and prefixes and suffixes. (JB)

ED 176 553 FL 010 569

Sung, Robert
Fa Keih Reading Series. Book 1.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-140p.; For related document see FL 010 570
Language-Chinese; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Bilingual Education, *Chinese, *Chinese Culture, *Cultural Education, Grammar, *Language Instruction, Language Skills, Learning Activities, Literature, *Reading Instruction, *Reading Materials, Vocabulary, Word Study Skills
Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This is the first of a reading series designed primarily for students who are interested in continuing to learn Chinese in a Chinese bilingual program at the secondary level. It follows "The Golden Mountain Reading Series" developed for students in the elementary grades. Each lesson contains the following elements: vocabulary, explanations, idioms, questions for discussion, and exercises on structure and usage of words and phrases. Also included are exercises to distinguish synonyms, antonyms, homonyms, and classifiers. The reading selections are taken from Chinese literature, both classical and contemproary. The topics covered in the reading selections include the introduction and appreciation of writing styles, practical wirtings, translations, student's writings, newspaper articles, and essays written by Chinese Americans. The series was developed around the interests and experiences of the students for whom it was intended. In addition to objectives directly connected with language skills, cultural and affective objectives of the series are stated. (Author/AMH)

education activities, a description of the Personal Orientation Inventory, and the Likert questionnaire.) (LRA)

ED 176 051 CE 022 051

Beers, C. David Scotten, Kathryn
Applied Anthropology in a Sex Equity Training Program.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Grant-G10-77-00035(405)
Note-14p.; Paper presented at the annual meeting of the American Anthropological Association (November 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Agents, Change Strategies, *Educational Anthropology, *Educational Change, Educational Development, Evaluation Methods, Observation, Oral History, Participant Involvement, *Research Methodology, Rural Schools, School Districts, Sex Discrimination, *Technical Assistance
Identifiers-Nelson (Richard K), Pacific Institute for Nonsexist Education

Growing out of experience in the Pacific Institute for Nonsexist Education (PINE), this paper describes how an evaluation approach derived from oral history and anthropology was used to document the lessons learned about the design and operation of a sex equity technical assistance program. A brief overview describes the PINE program which operated in 1977-78 to give training and assistance to small rural school districts in Washington, Oregon, and Idaho in the implementation of Title IX of the Education Amendments of 1972, the federal statute prohibiting sex discrimination in educational programs. Half of the paper is written by C. David Beers, who served as PINE's evaluator. He describes the research perspectives and methods by which persons directly responsible for designing, operating, and evaluating the technical assistance program observed and recorded their own learning processes as the project unfolded in the self-reflective manner suggested by Nelson's concept of ``full or active participant observation.'' In the other half of the paper, the project director, Kathryn Scotten, discusses ten of the lessons learned in this manner. Four of the ten follow: (1) the sex desegregation center should model the behaviors it desires school districts to adopt and practice, (2) implementation of sex equity in schools is best achieved through a conceptual approach which places it in an educational context rather than a legal/compliance one, (3) adaptivity not to goals but to methods to achieve them is crucial to the success of the change agent, and (4) the measure of success is the ability of local educators to continue the change process when assistance is withdrawn. (JT)

ED 176 197 CG 013 823

Christoff, Karen A. And Others

The Use of Modeling Tapes in the Teaching of Interviewing Skills.

Pub Date-13 May 78
Note-8p.; Paper presented at the Meeting of the Midwestern Assoication of Behavior Analysis (4th, Chicago, Illinois, May 13-16, 1978); For related document see CG 013 824
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Autoinstructional Aids, *Behavior Change, Clinical Psychology, *Feedback, Graduate Students, Higher Education, *Interviews, *Modeling (Psychological), *Skill Development, Small Group Instruction, Student Evaluation, *Time Factors (Learning)

Seven of 14 first-year graduate students in Clinical Psychology enrolled in a criterion-referenced self-training course in clinical interviewing were shown a tape of a faculty member or advanced graduate student performing the requisite skills for each of nine modules. Tapes were shown immediately preceding practice of the skills. All students met in groups of three or four with an advanced graduate student or faculty monitor for 90 minutes while practicing the skills for each module. Students received immediate feedback on their performance during these sessions. Students were evaluated on their performance on probe interviews conducted during both the first and last weeks of classes, and they were required to complete a module evaluation form following the completion of each module. Performance and improvement ratings of all students were comparable throughout the semester, the sole exception being that students who saw the modeling tapes evidenced a significant decrease in percentage of responses coded as requests for descriptions of covert behavior. The modeling tape group spent significantly more time on the course than the control group. However, they did not rate the time spent as excessive, and they rated the individual modules higher. Providing models who emphasized overt rather than covert behaviors in their interviewing behaviors seemed to fill a gap in the training of behavioral clinicians. It was concluded that modeling tapes should be offered but not required as a part of the course instruction. (Author/PJC)

ED 176 218 CS 004 966

Reading and Study Skills: Preschool and Primary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date-79

Note-31p

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Processes, Doctoral Theses, Elementary Education, Parent Role, Preschool Education, *Reading Achievement, *Reading Comprehension, *Reading Instruction, Reading Programs, *Reading Research, *Recreational Reading, *Teacher Attitudes, Vocabulary Development

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 49 titles deal with a variety of topics, including the following: reading instruction for elementary school children, the significance of the teacher or teacher aide in reading instruction, reading achievement, reading comprehension, beginning reading, linguistic awareness, sustained silent reading, parent-teacher factors that influence reading, effects of reading instruction on performance in mathematics and on problem solving, individualized reading instruction, vocabulary instruction as it relates to reading comprehension, sex-role perceptions by teachers as they affect reading achievement, classroom management preferences of teachers as related to student reading achievement, children's perception of the reading process and the relationship of that with Piagetian theory, self-concepts as they affect reading achievement, a state plan for reading excellence, study methods and reading achievement, the role of the school principal in improving reading among students, reading staff development, and the use of pictures and filmstrips in reading instruction. (TJ)

ED 176 260 CS 205 002

Sparkes, Vernone M. Winter, James P.

Public Interest in Foreign News.

Pub Date-Aug 79
Note-39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiences, Conflict, Foreign Countries, *Journalism, Mass Media, *Media Research, *News Reporting, *Public Opinion, *Reading Interests, Use Studies

The categories of news flow research and the objectives of readership studies were combined in a pilot field experiment in audience reaction to and interest in foreign news. Using both projective and behavioral measures, the study explored media use patterns and story preferences. In particular, it investigated the effect on reader interest of manipulation of story treatment. Treatments used were conflict,'' impact,'' affinity,'' and personification.'' Significant differences in interest scores for stories across treatment were found. In addition, these differences were in the direction that news flow research would predict, with violence having the highest interest score. However, the conflict treatment manipulation did not result in interest scores comparable to those for violent subject, suggesting that the observed journalistic tendency to emphasize the negative aspects of events is not consistent with public interests and selection. The findings suggest that if journalists wish to enhance a foreign news item that might not otherwise attract interest, they should emphasize the home country angle (impact'' or affinity'') rather than the negative or conflict dimensions. (Author/FL)

ED 176 327 CS 205 189

Raimes, Ann

Writing and Learning across the Curriculum: The Experience of a Faculty Seminar.

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Assignments, Basic Skills, *Composition (Literary), English Instruction, *Expository Writing, Higher Education, Intellectual Disciplines, *Interdisciplinary Approach, Learning Activities, Remedial Instruction, *Teacher Seminars, *Writing Skills

Identifiers-*Writing Across the Curriculum

A semester-long faculty seminar at Hunter College involved teachers from 14 disciplines in weekly meetings regarding writing in the subject areas. Although the teachers read literature on writing and heard from outside writing experts, they spent most of the time working together on designing and criticizing writing assignments for their classes and on examining students' papers. Among the learnings of the teachers were that fundamental writing skills do not vary across disciplines and that students gain understanding of a subject through writing about it. The group eventually wrote a report including recommendations for writing across the curriculum, for types of writing assignments, for course changes, and for a college-wide committee to monitor writing requirements and college-wide policies on the amount of writing expected in different types of courses. Among the insights gained by the English teachers who moderated the seminar were that writing teachers should move students from personal to academic writing as soon as possible and should choose writing topics based on key concepts in other disciplines, that the teaching of the basics of acceptable writing belongs in basic writing courses or in tutorial centers, and that writing teachers must assign writing topics that enable students to write to learn at the same time that they are learning to write. (GT)

ED 176 391 EA 012 102

Building and Equipment Planning. Planning for Lutheran Elementary Schools. E10.

Lutheran Church, Missouri Synod, St. Louis, Mo.

Pub Date-78

Note-24p.; For related documents, see EA 012 093-105

Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.00; $12.50 per set of 13)

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Architects, Design Needs, *Educational Facilities, Educational Specifications, Elementary Education, *Facility Planning, *Parochial Schools, *School Design, *School Planning, Site Analysis, Site Selection

Identifiers-*Lutheran Elementary Schools

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume focuses on planning well-designed facilities for Lutheran education. It is based on a two-stage plan in which the school is located for its first few years in already existing facilities and then moves to a new carefully planned building after it is well established. The first part of the publication deals with the initial survey and study stage of facilities planning. The development of educational specifications (including such elements as enrollment, curriculum, staff, and space and equipment needs) is discussed in the second part. Recommendations for selecting and working with an architect are detailed. Site selection is considered, including the utilization or renovation of an already existing building and the evaluation of sites for new construction. Design considerations in planning a new learning facility are enumerated. A final section touches on furnishings, furniture, and equipment. (JM)

ED 176 174 CG 013 775

Grabe, Mark

Achievement Motivation as a Predictor of Effort and Achievement in a Mastery Learning Course.

Pub Date-May 79

Note-23p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement, Educational Objectives, Independent Study, *Learning Motivation, *Mastery Learning, *Student Motivation, Study Habits, *Time Factors (Learning)

An approach to evaluating the appropriateness of student effort within a mastery instructional system was developed, and the interrelationship of achievement motivation, effort and achievement was investigated. In support of a prominent theory of classroom learning, appropriate effort was strongly correlated with student achievement even when differences in student aptitude were controlled. Finally, achievement motivation was shown to be related to both the effort and achievement variables. A path analysis indicated that the influence of achievement motivation on achievement was determined primarily by the relationship of achievement motivation and effort. (Author)

ED 176 283 CS 205 115

Friedman, Paul G.

Listening Processes: Attention, Understanding, Evaluation. What Research Says to the Teacher.

National Education Association, Washington, D.C.

Pub Date-78

Note-33p.

Available from-National Education Association, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1046-9-00, $0.75)

Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Aesthetic Education, *Affective Behavior, *Attention, Elementary Secondary Education, Emotional Response, Evaluative Thinking, *Language Research, *Listening, Listening Comprehension, Listening Habits, *Listening Skills

This review of the research on listening offers general guidelines to help teachers be more effective listeners and to help them teach their students more effective listening skills. The process of listening is discussed according to three components, attentiveness, understanding, and evaluation, which are viewed as occurring sequentially, cumulatively, and often almost concurrently in the ongoing process of communication. Research on these three processes is organized into discussions on three different kinds of messages: informational or content oriented messages; feelings or emotion oriented messages; and aesthetic messages, including music, poetry, and drama. (MKM)

ED 176 412 EA 012 141

Slater, Marcia

Volunteers in the Schools: A Gift of Service. OSSC Bulletin Vol. 23, No. 2.

Oregon School Study Council, Eugene.

Pub Date-Oct 79

Note-37p.

Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.00; $1.50 if prepaid; 10% discount for 10 or more copies)

Pub Type- Guides - Non-Classroom (055) -- Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, *Program Development, *Program Planning, School Systems, *Volunteers

Increasing expenditures for education and a desire to more directly involve the public in the education of children have led many school districts to seek the assistance of school volunteers. This guidebook discusses the growth of the volunteer movement, suggests procedures for establishing an organized school program, and appraises potential problems that might be encountered. An extensive appendix supplements the general text by offering specific suggestions for setting up, promoting, and recognizing volunteerism in the schools. (Author/LD)

ED 176 435 EC 120 166

Gerlach, Kent P.

Public Law 94-142: Implications for Higher Education.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Due Process, *Federal Legislation, *Handicapped Children, *Higher Education, Individualized Programs, *Inservice Teacher Education, Mainstreaming, Parent Participation, Student Placement, *Teacher Education, *Teaching Skills

Identifiers-Augustana College SD, *Education for All Handicapped Children Act

The document describes the Dean's Grant Project at Augustana College (South Dakota) which focused on the implications of P.L. 94-142 (the Education for All Handicapped Children Act) for colleges and universities offering preservice and inservice teacher training programs. Implications of six major aspects of the law for higher education are focused on: the zero reject principle; individual education programs and appropriate education; the least restrictive alternative; testing, classification, and placement; procedural due process and parent participation; and personnel development/inservice training. Also provided is an outline of teacher mainstreaming competencies which include ability to recognize and describe the normal development behavior patterns of children, ability to demonstrate and utilize knowledge regarding classroom assessment procedures, and knowledge of the factors to consider in planning curricula. (SBH)

ED 176 349 CS 502 619

Schneider, Michael J.

Argument and Science.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), *Persuasive Discourse, Philosophy, *Sciences, *Speech Communication, Theories

This paper contends that views of science as ``objectivist'' or ``subjectivist'' not only represent inaccurate and extreme positions on a continuum but also obscure the importance of argument in the scientific enterprise. It examines the role of argument in the objectivist view of science by exploring the analysis of Henry Johnstone, Jr., of the differences between philosophical and scientific rationality. Next, the paper illustrates the role of argument in the subjectivist view and considers the attack on the objectivist view. Finally, it argues that weaknesses in the subjectivist scheme suggest a more moderate view of science in which scientific rationality is grounded in a combination of argumentation and empirical verification. (FL)

ED 176 455 EC 120 468

Gear, Gayle And Others

Mark and Amy: The Disturbing Children in Your Classroom.

Alabama Univ., Birmingham. School of Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date-79

Note-33p.; For other booklets in the series, see EC 120 467-470

Available from-The Interrelated Teacher Education Project, The University of Alabama, Birmingham, Alabama 35294

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavior Problems, Elementary Secondary Education, *Emotionally Disturbed, Identification, *Mainstreaming, Resources, *Student Characteristics, Student Evaluation, *Teaching Methods, Withdrawal Tendencies (Psychology)

Intended for regular class teachers, the booklet provides information to aid in mainstreaming the emotionally disturbed (ED) child. Sections address the following areas: characteristics of the ED child (identification, theories on behavioral problems, the Pupil Behavior Rating Scale); teaching methods (general guidelines and guidelines for dealing with the withdrawn child who is inattentive, the withdrawn child who is overly dependent, and the acting out child); and resources on ED children. (SBH)

ED 176 475 EC 120 523

SER-LARS, Volume 9. Resource Volume on Test Information. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; Regional Learning Resource Center of Pennsylvania, King of Prussia, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-76

Contract-OEC-0-74-7892; OEC-2-70-0051

Note-254p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Diagnostic Tests, Elementary Secondary Education, *Evaluation Methods, *Handicapped Children, Intelligence Tests, Language Tests, Reading Tests, Screening Tests, Speech Tests, *Student Evaluation, Test Reviews

Identifiers-*SER LARS (Information System)

The ninth volume in the SER-LARS (Special Education Resources Location Analysis and Retrieval System) series, a diagnostic-prescriptive instructional data bank for teachers of the handicapped, presents information on tests used for measuring intelligence and mental maturity; general achievement/readiness; reading; mathematics; perceptual/perceptual motor skill; interpersonal development; speech, vocabulary, and language; vocational skill; and tests for general screening purposes. Entries provide information on title, author, source, and SER-LARS accession number; and are organized in three sections according to number, title, and publisher. A final section provides test analysis information concerning such aspects as subtest areas, administrative considerations, examinee appropriateness, interpretation, technical aspects, and specific considerations. (CL)

ED 175 994 CE 016 280

Steiger, JoAnn M. Szanton, Eleanor S.
Job Training for Low Income Women: The Need for Change.
Steiger, Fink, and Kosecoff, Inc., McLean, Va.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Secretary's Advisory Committee on the Rights and Responsibilities of Women.
Pub Date 13 Dec 76
Note-158p.; Not available in paper copy due to thin type
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affirmative Action, Employment Problems, *Equal Opportunities (Jobs), *Federal Programs, *Income, *Job Training, Program Effectiveness, Salaries, *Sex Discrimination, Sex Fairness, *Working Women

This document presents the conclusions and recommendations of a study conducted to explain the inequalities faced by low-income women in job training, employment, and earnings. The study explored the dimensions of the problems such women face, possible solutions, and the extent to which a group of Health Education and Welfare (HEW) and HEW-related programs address or fail to address those solutions. This document is divided into two major sections. Section 1 presents the conclusions and recommendations and a summary of the report. A brief description of nine federal programs which have potential for helping low income women are also included in this section. Section 2 reports the study in more detail. It provides a discussion of the issues involved and information from the assessment of selected programs with potential for assisting low-income women to increase their earning power. Conclusions and recommendations are also included in section 2. The following information is appended: a discussion of women in non-traditional jobs; selected budget data on several federal programs included in this study; a glossary of terms; and an explanation of vocational-technical education categories. (BM)

ED 176 071 CE 022 382

Simler, N. J.

Employment and Unemployment.

Federal Reserve Bank of Minneapolis, Minn.

Pub Date-Apr 78

Note-31p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Demography, *Employment, *Employment Patterns, Employment Projections, Employment Statistics, *Employment Trends, *Labor Market, Occupational Surveys, Policy, *Unemployment

Three sections of information are presented in this report on employment and unemployment. Section 1 discusses how the concepts of employment, unemployment, and the labor force are defined and measured. Included in the discussion is an explanation of the current population survey. Section 2 examines the principal trends and cyclical movements of the past two to three decades. Topics include the following: population, labor force, participation rate; the employment rate and the employment-population ratio; disaggregation by principal age-sex groups; analysis of unemployment in the 1954 and 1975 recessions; and anatomy of unemployment in good and bad times. Finally, the third section on policies and proposals focuses upon three questions: what can be done about unemployment; what the full employment-unemployment rate is; and how long it will take to get the unemployment rate down to five percent. (JH)

ED 176 091 CE 022 681

Workshop for Interpreting Vocational Education. Workshop Proceedings and Final Report (Nashville, Tennessee, March 7-10, 1977).

Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin.
Pub Date-30 Jun 77
Note-224p.
Pub Type- Reports - Descriptive (141) -- Collected Works - Proceedings (021)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Educational Improvement, *Educational Objectives, *Educational Philosophy, *Educational Theories, Leadership, *Teacher Education, *Vocational Education, Workshops

This publication contains the final report and workshop proceedings of a project which addressed (1) ways of providing a systematic rationale for vocational education, (2) developing skills of philosophical analysis, (3) utilizing critical analysis, and (4) identifying new directions for vocational education. The first two chapters contain an introduction to the project and a description of the methods and procedures used by the project staff to plan the workshop, select participants, conduct the workshop, and evaluate the workshop. The bulk of the document is composed of the workshop presentations, which are given in chapter 3. Among the ten presentations included are Perspective on the Problem: What is Needed, by Marvin Feldman; Interpreting Vocational Education: The Challenge for Teacher Education, by Carl Dolce; Frankena's Model Explanations and Applications, by James Brown; and Philosophy and Policy Implications for Vocational Education, by Albert Paulter, Jr. The fourth chapter describes evaluation procedures used to aid in making adjustments in the program and to determine the effectiveness of the workshop. The final chapter contains workshop participant and project staff conclusions and recommendations for further study of the problem of philosophic re-examination. Appended material included a workshop program, resource notebook bibliography, and lists of recommendations made by each of the group sessions. (LRA)

ED 176 110 CE 022 748

Wehman, Paul, Ed. Hill, Janet W., Ed.

Vocational Training and Placement of Severely Disabled Persons. Project Employability Volume 1.

Virginia Commonwealth Univ., Richmond.

Spons Agency-Virginia State Dept. of Vocational Rehabilitation, Richmond

Pub Date-79

Note-229p.; Some of the charts in this document will not reproduce well due to small or broken type

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Adults, Behavior Change, Behavior Development, Data Bases, Employment, Employment Interviews, Employment Qualifications, Entry Workers, Evaluation Methods, *Job Placement, Job Skills, *Mentally Handicapped, Program Development, *Severely Handicapped, *Skill Development, *Vocational Education, *Vocational Rehabilitation

Identifiers-*Project Employability

Ten papers on the vocational training and placement of severely disabled persons are presented in this monograph. The titles are as follow: ``Project Employability. Toward Competitive Employment for Severely Disabled Individuals''; ``Vocational Evaluation of Severely and Profoundly Retarded Clients''; ``Considerations in Facilitating the Entry of Severely Developmentally Disabled Individuals into Competitive Employment''; ``Project Employability Observation and Recording System''; ``Development of a Data-Based Pre-Employment Training Program for Moderately to Severely Retarded Adults''; ``Placement of Severely Developmentally Disabled Individuals into Competitive Employment: Three Case Studies''; ``An Orientation Manual for Employers Who Hire Severely Developmentally Disabled Individuals''; ``Job Placement of Severely Disabled Persons: Year One Progress Report''; ``Evaluation of Two Shaping Strategies on the Work Production of Mentally Retarded Adults''; ``Use of Client Administered Reinforcement to Facilitate Independent Work Behavior in Two Mentally Retarded Adults''; and ``Developing Job Interview Skills in Severely Developmentally Disabled Clients.'' (JH)

ED 176 129 CG 013 719

Jason, Leonard A.

Behavioral Strategies for Nonsmokers: Avoiding and Confronting Smokers.

Pub Date-Jun 79

Note-17p.; Paper presented at the Meeting of the Association for Behavior Analysis (Dearborn, Michigan, June 16-19, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Air Pollution Control, *Behavior Change, *Conflict Resolution, *Ecological Factors, Environmental Influences, *Health, Individual Needs, *Smoking

Nonsmokers repeatedly breathe smoke-polluted air in various settings, despite the evidence demonstrating the deleterious consequences upon such passive smokers. The extent of exposure to environmental irritants during a 17-day baseline period was tested, and the efficacy of two simple behavioral strategies in reducing smoke were documented (requests to stop smoking, by nonsmokers to smokers, and avoiding being with smokers). While the tactics were efficacious, their use generated considerable negative as well as positive reaction. The first tactic, actively avoiding smokers, reduced rates of daily smoke exposure from 40 minutes to 29 minutes. The second approach, avoiding and confronting smokers (i.e., politely asking them not to smoke), succeeded in practically eliminating exposure to smoke. Although rates of smoking increased during the final baseline period, levels remained lower than the initial baseline and avoidance phases. (Author/LS)

ED 176 152 CG 013 753

Profile of a Woman Officer; Findings of a Study of Executives in America's 1300 Largest Companies.

Pub Date-78
Note-11p.
Available from-Heidrich and Struggles, Inc., 245 Park Avenue, New York, New York 10017
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Assertiveness, Career Ladders, Educational Background, *Females, Feminism, *Industry, *Job Satisfaction, *Management Development, Mothers, *Sex Discrimination

The typical woman officer from the nation's largest industrial, banking, retail and utility companies is married, at least 50 years of age, has had some college, was born into a family of low or lower middle class income, and has a work salary of less than $30,000. While the number of women officers in leading business organizations is small, the total has been growing impressively. The majority of the survey participants remain long-service employees who have been promoted from clerical ranks into officer roles. The proportion of women officers whose education, career history, and compensation level bears similarity to senior level males in the work place is, however, still very small. (Author/PJC)

ED 176 240 CS 005 019

Sherman, George B. Brown, Stephanie

Training Reading Specialists in Diagnosis. Research Series No. 31.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0073
Note-18p.
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 ($2.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Clinical Diagnosis, *Clinic Personnel (School), Educational Research, Higher Education, *Memory, *Reading Consultants, *Reading Diagnosis, *Reading Research, *Teacher Education, Training

Thirty-six reading specialists and classroom teachers enrolled in a graduate reading diagnosis course participated in a study to determine whether clinical performance could be improved by alterations in a clinician's memory and strategy. Overall procedures in this study included pretests, 30 hours of clinical training in diagnosis, and posttests. During the training segment, the subjects were divided into four different instructional groups: group one represented a traditional approach using real children with suspected reading problems; group two used simulated cases instead of live children; group three used simulated cases as well as decision aids; group four, originally scheduled to use computer based simulations, instead used procedures similar to those of group three. Results of the study suggest that clinical memory and diagnostic performance are related, and that training can improve both. (Tabular material is included.) (AEA)

ED 176 305 CS 205 149

Preston, Fred, Ed.

Ideas for the Literature Class, 7-12.

Illinois State Office of Education, Springfield.

Pub Date-78

Note-38p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Composition (Literary), Drama, *English Instruction, Essays, *Language Arts, *Literature Appreciation, Reading Failure, Reading Improvement, Secondary Education, *Teaching Techniques, Thematic Approach, Writing Exercises, Writing Skills

Designed to be immediately useful and practical for language arts teachers in the secondary schools, the six articles in this monograph are illustrative not only of methods but of pedagogical processes that are the components of successful teaching. The first article offers more than 20 ways of motivating and involving the nonreader and describes the use of the contract method as a motivating device. The second article provides a step-by-step description of the process of preparing an inductive lesson plan for literature, while the third offers an illustration of the thematic approach in a literature class. The fourth article demonstrates the way composition may be integrated into the study of literature. Its suggestions include using the forms of literature for writing experiences and for extending the composition process to oral and dramatic expression. The fifth article addresses the teaching of drama as literature. After reviewing the primary elements of drama, it presents a number of activities for teachers of literature, discusses the need for excellence, and offers a list of plays. The final article contains a discussion of ways to assign and evaluate essays in the literature program. The monograph concludes with lists of sources for more ideas on literature teaching, of professional organizations, and of workshops and festivals. (FL)

ED 176 370 EA 012 074

Levin, Henry M.

Individual Entitlements for Recurrent Education. Program Report No. 79-B14.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Grant-OB-NIE-G-78-0212
Note-41p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Continuous Learning, *Education Vouchers, Equal Education, *Financial Support, Postsecondary Education, Student Loan Programs
Identifiers-*Recurrent Education

This paper focuses on a system of recurrent education in which individuals would have the opportunities to undertake educational and training activities in alternation with periods of work. Underlying the paper is the assumption that the financing approach to such a system would have to encompass most forms of postcompulsory education and training, attempt to more nearly equalize access to and benefits of such training, promote the expansion of employment opportunities, and provide flexibility for supporting a large number of unorthodox educational and training alternatives. This paper develops a financing plan for recurrent education that would provide individual entitlements that could be used for any eligible programs. Each person would become eligible for such entitlements at age 16 or when compulsory schooling terminates. These entitlements could be used in any program that meets government eligibility requirements. Such programs could be sponsored by governments, nonprofit agencies, or profit-seeking institutions. Evidence on the potential of individual entitlements is drawn from the GI Bill. Also included are a presentation on the implementation of an individual entitlement plan as well as a discussion of criticisms of the approach. (Author/JM)

ED 176 413 EA 012 142

Student Behavior and Parental/Community Involvement: Impacting for Change.

Michigan State Dept. of Education, Lansing. Office of School and Community Affairs.

Pub Date-Apr 78

Note-20p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Problems, *Community Involvement, Elementary Secondary Education, *Parent Participation, *Student Behavior

Identifiers-*Michigan

The problem of student crime and violence goes beyond the school to include parents, the community, institutions, and agencies at all levels. This report attempts to identify indicators of disruption in a school system and then makes short- and long-range recommendations for handling them. Some of the recommendations include interpersonal training, cooperation with business and industry, and a goal-directed group counseling program. The end of the pamphlet lists names and addresses of members of a Michigan committee on student behavior and parental involvement. (Author/LD)

ED 176 494 **EC 120 569**

Rogow, Sally M.

The Development of Play Skills and Communicative Competence in Visually Impaired Children with Additional Handicaps. Report No. 79-24.

Spons Agency-Educational Research Inst. of British Columbia, Vancouver.
Pub Date- 78
Note-26p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Exceptional Child Research, *Multiply Handicapped, *Play, *Role Playing, Severely Handicapped, Social Relations, Speech Communication, *Speech Improvement, Speech Skills, Toys, *Visually Handicapped

Role play with toys was modeled to develop communicative language function in 14 visually impaired Ss (ages 8-26 years) who also were mentally retarded. Before treatment, Ss' language was non-communicating and characterized by echolalic and stereotypic verbal responses. Few questions and little narrative speech was present even in those Ss who had fully developed sentence structure. Among the findings was that the Ss acquired dialogue behavior as they learned to role-play. Communicative function was established with shared referents (play themes and toy props) and cooperative social routines (role play). Play themes which were of personal interest elicited the greatest participation. Nonverbal Ss did not develop symbolic play, but did establish communicative responses as they began to anticipate and express preference. No change was noted in the level of syntax or vocabulary development in verbal Ss. Verbal expression increased and narrative and question forms appeared. Language behavior became more communicative and meaningful as social interaction increased. (Author/DLS)

ED 176 513 EC 120 608

Mitchell, Bruce M. And Others

A Taste of China: A Series of Lessons for the Gifted/Talented 8-10 Year Old Student.

Ventura County Superintendent of Schools, Calif.

Pub Date-79

Note-23p.

Available from-Ventura County Superintendent of Schools, 535 E. Main Street, Ventura, California 93009 ($1.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education, *Foreign Culture, *Gifted, *Social Studies Units, *Talented Students

Identifiers-*China

The document provides three lesson plans designed to introduce gifted children (8-10 years old) to a study of China. The plans are built around three stories which portray specific conditions of the Country; the plans are designed to develop specific understandings related to economic conditions caused by floods and droughts, the potential menaces of insects to crop production in China, and the development of basic qualities of tolerance and friendships in an interpersonal sense. Lesson plan sheets for each story include information on behavioral objectives, activities, time and organization, materials, and evaluation. (SBH)

ED 176 534 FL 007 626

Lambert, Wallace E.

An Alternative to the Foreign Language Teaching Profession. Lektos: Interdisciplinary Working Papers in Language Sciences, Vol. 1, No. 2.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date-Oct 75

Note-16p.; Lecture delivered in the University of Louisville Lecture Series in Language Learning and Language Teaching (Louisville, Kentucky, 1974); Paper originally included in "Essays on the Teaching of Culture: A Festschrift to Honor Howard Lee Nostrand" (Advancement Press of America, 1974)

Available from-University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Sciences, Child Language, Communicative Competence (Languages), Cultural Awareness, *Cultural Education, Cultural Pluralism, *Educational Methods, Educational Objectives, *Effective Teaching, *Language Instruction, *Second Language Learning, *Teacher Education

The traditional discipline of foreign language teaching is ineffective and in trouble and should be replaced with a new, broader field. The new discipline should lay emphasis on the following: (1) awareness of cultural and linguistic diversity in the United States and Canada as well as abroad, (2) meeting the needs of students from all areas of society, (3) teaching children from the earliest grades on, (4) goal-oriented communicative competence, (5) language instruction embedded in cultural education, and (6) training of teachers in the behavioral sciences. (JB)

ED 176 554 FL 010 570

Sung, Robert

Fa Keih Reading Series. Teacher's Guide, Book 1.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-63p.; For related document see FL 010 569

Language-Chinese; English

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bilingual Education, *Chinese, *Chinese Culture, *Cultural Education, Educational Objectives, Grammar, *Language Instruction, Language Skills, Learning Activities, Literature, *Reading Instruction, *Reading Materials, Vocabulary, Word Study Skills

Identifiers-Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This Teacher's Guide is intended to accompany Book One of the series which is designed primarily for students who are interested in continuing to learn Chinese in a Chinese bilingual pilot program at the secondary level. For each lesson, the guide includes the following: (1) an introduction to the writer; (2) a summary of the lesson; (3) a description of the author's writing style; (4) answers to exercises; (5) suggestions for teaching the lesson; and (6) other pertinent information. The objectives of the series include cultural and affective objectives as well as those directly connected with learning language skills. (Author/AMH)

ED 176 014 CE 019 743

Women in Development. The NFE Exchange. Issue No. 13, 1978/3.

Michigan State Univ., East Lansing. Inst. for International Studies in Education.
Pub Date-78
Note-21p.; Not available in paper copy due to small, thin type
Journal Cit-The NFE Exchange; n13 1978
Pub Type- Opinion Papers (120) - Reference Materials - Bibliographies (131) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Developing Nations, *Educational Development, *Females, International Education, *Nonformal Education, Program Planning, World Problems

Presenting an international perspective on non-formal education development efforts for women, this booklet contains (1) an article on women in development, (2) highlights of nonformal education projects for women, and (3) a bibliography of documents and journals on world-side issues related to women in development. The article is an overview of what some aspects of development have meant to women and the varying perceptions of what is needed to assist women and why. Focus is on those issues and features of planning which appear to be shared by programs on all continents and in all sectors. Major topics are the following: the integration of women in development (recognition of their role in society and their potential contribution to national development); planning considerations (research needs, priorities for types of programs, learner-centered approaches, and accessibility); and persistent dilemas (equity and segregation, traditional vs. nontraditional roles, and cultural integrity and human rights). The major conclusion is that the problems encountered in integrating women in development programs are the same as those faced by any nonformal education program. In the project highlights section, 200- to 300-word descriptions are given of eleven different nonformal education programs for women in developing nations. Each includes description of the cultural context, activities, and results. The selective bibliography cites seventy-one documents, each with a brief annotation, eleven journals and newsletters, and eighteen special issues of other journals and newsletters focusing primarily on women. Emphasis is on literature with the broad international perspective as opposed to that concerned with specific continents or sectors. (JT)

ED 176 033 CE 021 496

Lowther, Malcolm A.

Mid-Life Transitions and Education.

Pub Date- 77

Note-10p.; For a related document see CE 021 497

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment Problems, *Adult Development, *Adults, Developmental Stages, Educational Problems, *Emotional Problems, Faculty Mobility, Individual Development, Job Satisfaction, *Middle Aged, Personal Adjustment, Student Teacher Relationship, *Teacher Attitudes

Substantial evidence exists in both popular and professional literature which suggests that some adults, male and female, will experience what has been variously labeled as a ``mid-life crisis'' or ``mid-life depression.'' Research provides evidence that the lifespan can be conceptualized as a series of transitions from one status or situation to another. Many adults complete these transitions with a minimum of distress; others experience acute discomfort. A number of investigators have proposed explanations of the dynamics of adult transitions, although perhaps Levinson has presented the most elaborate description of adult psychosocial development, derived from research with forty men aged between thirty-five and forty-five during a nine-year period. In his view, adulthood can be visualized as a series of relatively stable life structures followed by transition periods leading to new structures. Both the individual life structure and the transitions to new structures may precipitate stress response. The research of Levinson and others suggests implications for education. These include some of the following: reduced teacher mobility, coupled with the difficulty of teaching today, can lead to teacher anxiety, guilt, and job disatisfaction; the advancing mean age of teachers may present problems in the area of teacher-student relationships; and school curricula should include content about adulthood and coping strategies for managing potential crisis situations. (JH)

ED 176 175 CG 013 776

Evans, James D. And Others

Experimental Induction of Fear of Success Fantasies: Partial Validation of Horner's Construct.

Pub Date- 79

Note-24p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Competition, *Fear of Success, *Motivation, *Sex Differences, Sex Role, *Situational Tests, *Social Influences, *Success Factors

In two experiments employing female and male subjects, respectively, social reactions to "success" were manipulated in an attempt to assess the validity of Horner's Fear-of-Success (FOS) concept as a motivational construct. The use of a single-criterion, dichotomous scoring procedure on a fantasy-based measure of the construct produced moderate to high inter-scorer reliabilities. Although there was only a modest sex difference in the overall level of FOS motivation, significant effects of social reaction were observed in both sexes. The FOS construct appears to have experimental validity when the social conditions sufficient for its arousal are established. The results also raise the possibility that FOS motivation may be a highly situational phenomenon. (Author)

ED 176 198 CG 013 824

Christoff, Karen And Others

Teaching Interviewing Skills: Immediate Versus Delayed Feedback.

Pub Date-16 Jun 79

Note-6p.; Paper presented at the Meeting of the Midwestern Association of Behavior Analysis (4th, Chicago, Illinois, May 13-16, 1978); For related document see CG 013 823

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Autoinstructional Aids, *Behavior Change, Clinical Psychology, *Feedback, Graduate Students, Higher Education, *Interviews, *Modeling (Psychological), *Skill Development, Small Group Instruction, *Video Tape Recordings

Each of 15 first-year graduate students in Clinical Psychology enrolled in a criterion-referenced self-training course on clinical interviewing received either immediate or delayed feedback on their performance in simulated interviews. The immediate feedback groups (IF, two triads) practiced the requisite skills for each module with the continuous feedback of an advanced graduate student monitor during the first 90 minutes of training. Following this, and continuing practice if necessary, the triad videotaped each other demonstrating the skills. The delayed feedback groups (DF, three triads) trained each other, practiced, and videotaped prior to feedback from their monitors. The DF triads met with their monitors within the next week for 90 minutes to receive feedback on their completed videotapes. Probe interviews were required to complete a module evaluation form following each session with a monitor. Performance and improvement ratings of all groups was comparable throughout the semester, but the students in the IF groups spent only slightly more than half of the time expended by those in the DF groups. Further, the IF groups expressed significantly greater satisfaction with both monitors and the individual modules than did the DF groups. (Author)

ED 176 219 CS 004 973

Giordano, Gerard

A Modular Lesson for Writing Research Papers in Content Area Classes.

Pub Date-Oct 78
Note-11p.; Paper presented at the Annual Meeting of the College Reading Association (22nd, Washington, D.C., October 19-21, 1978)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, Composition (Literary), Higher Education, High School Students, *Learning Modules, Secondary Education, Teaching Techniques, *Writing Skills
Identifiers-*Research Papers

A modular lesson has four characteristics: it is composed of discrete units, it may be evaluated, it can be accomplished by everyone in the class, and the sum of its modules results in a practical accomplishment. A modular lesson that has been designed to aid high school students and college freshmen in writing research papers requires less than nine one-hour periods of class time to complete, with most of the time involving students in the use of content area resources. The individual modules of the lesson focus on library orientation, use of indexes, overviewing, notetaking for a theme article, assembling the bibliography, organizing an introduction, organizing the body of the paper, citing references, and assembling a summary. (RL)

ED 176 261 CS 205 012

Huttenstine, Marian L.

Historical Perspectives on Privacy.

Pub Date-Aug 79
Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Civil Liberties, *Court Cases, Court Litigation, Disclosure, Freedom of Speech, Information Dissemination, Laws, *Legal Problems, *Mass Media, *News Reporting, *Privacy, Torts, United States History

A number of court cases involving public disclosure of private information are described in this paper to point to historical trends involving the issue of privacy and to illustrate some of the problems with all aspects of the issue. After noting the conflict between the principle of individual privacy and the principle of free disclosure of truth, the paper discusses the article written by Samuel Warren and Louis Brandeis in 1890 that was to be seminal in the development of privacy law; describes court cases reflecting early judicial concern for a protectable right of privacy, as well as cases reflecting early denials of the right of privacy; and tells of circumstances leading to the formulation of the privacy doctrine. It then discusses privacy issues with regard to the information media, noting the growth and strength of protection for the media, and describes media-related cases involving four different torts of privacy: appropriation of information for commercial gain, intrusion of privacy, publication of private information, and publication of information in a false light. The paper concludes by noting that privacy has become more frequently litigated, that it has become a topic of considerable direct interest to the public at large, that the privacy doctrine closely reflects the social climate, and that the problems involved in the law of privacy are far from being resolved. (GT)

ED 176 284 CS 205 116

Heitzmann, William Ray

The Newspaper in the Classroom. What Research Says to the Teacher.

National Education Association, Washington, D.C.
Pub Date-79
Note-31p.
Available from-National Education Association, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1048-5-00, $0.75)
Pub Type- Information Analyses (070) -- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Content Reading, *Educational Research, Elementary Secondary Education, English Instruction, *Newspapers, *Reading Instruction, *Reading Skills, Social Studies, Teaching Techniques, *Urban Education

This review of the research on using the newspaper in the classroom offers suggestions to aid teachers in incorporating the newspaper into their class activities. Ways in which the use of the newspaper improves classroom discussion and reading skills and motivation (in inner-city schools especially) are discussed. Suggestions for specific activities are given for elementary grades, social studies, English and communication arts, and other subjects. Suggestions are made as to how to begin using newspapers in the classroom, and a list of resources is provided. (MKM)

ED 176 436 EC 120 274

Wolery, Mark R.

Parents as Teachers of Their Handicapped Children: An Annotated Bibliography.

Washington Univ., Seattle. Western States Technical Assistance Resource.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Contract-300-77-0508

Note-150p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Emotional Development, *Handicapped Children, Instructional Materials, Language Development, Motor Development, Parent Child Relationship, *Parent Participation, Self Care Skills, Social Development

Identifiers-*Parent Resources

The annotated bibliography of references and resources is designed to assist parents in teaching specific skills to their handicapped children, to provide parent teachers resources from which to choose materials, and to give professionals an idea of the kinds of research that has been conducted with parents as trainers of their handicapped children. The bibliography contains summaries of materials that have been developed for parents' use in teaching their handicapped children and summaries of research conducted with parents teaching their handicapped children. The bibliography is organized into five curricular areas (sample subtopics in parenthesis): self-help (toileting, eating) motor, language and speech, cognitive, and social/emotional development. The first section covers references dealing with multiple curricular areas, such as language/speech and cognitive development. A list of those projects submitting materials for review is included along with addresses of agencies which have additional resources for parents. A matrix is provided which organizes the resources by curricular area, type of article (research or general information), and handicapping condition. Authors and subjects are indexed by reference number. (Author/PHR)

ED 176 456 EC 120 469

Gear, Gayle And Others

Billy: The Visually Impaired Child in Your Classroom.

Alabama Univ., Birmingham. School of Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date-79

Note-28p.; For other booklets in the series, see EC 120 467-470

Available from-The Interrelated Teacher Education Project, The University of Alabama, Birmingham, Alabama 35294

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavior Patterns, Definitions, Elementary Secondary Education, Etiology, *Identification, Instructional Aids, *Mainstreaming, Resources, Sensory Aids, *Student Characteristics, *Student Evaluation, *Teaching Methods, *Visually Handicapped

Intended for regular class teachers, the booklet provides information to aid in mainstreaming the visually impaired (VH) child. Sections address the following areas: characteristics of the VH child (legal and educational definitions, common visual defects, etiology); identification and signs of visual problems (warning symptoms); the vision specialist and assessment team; behavior patterns (suggestions for teaching the VH child); and special equipment and resources (writing equipment, mathematics equipment, and audio aids and reading materials). (SBH)

ED 176 052 CE 022 055

Consumer Directory, 1978.

International Organization of Consumers Unions, The Hague (Netherlands).

Pub Date-Jan 78

Note-201p.

Available from-International Organization of Consumers Union (IOCU), Emmastraat 9, 2595 EG The Hague, Holland (Dfl 25,000)

Pub Type- Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-Agencies, Consumer Education, *Consumer Protection, Information Sources, *International Organizations, National Organizations

Descriptions of more than 200 international consumer organizations are provided in this directory. Each section is organized by country (57 total) and begins by listing the country's consumer organization(s). Where additional information is included, it is given in the following sequence: principal local consumer organizations, principal public authorities, and principal local authorities. Information provided for each organization includes address, date founded, aims, main activities, publications, membership types and numbers, methods of finances, principal officer(s), and affiliations. Concluding the directory is a list of the organization's regular consumer publications. (JH)

Towers, Wayne M.

Measuring Issue Agendas in Agenda-Setting Research.

Pub Date-May 79
Note-32p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, Pennsylvania, May 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Interpersonal Relationship, *Measurement, *Measurement Techniques, Personal Interests, *Public Opinion, Research, Social Problems, Social Relations
Identifiers-*Agenda Setting, *Communication Research

Using a sample from a homogeneous population, a study was conducted to examine the distinction between intrapersonal and interpersonal issue agendas, and the use of open-ended questions, paried comparisons, and semantic differentials to measure respondent agendas. The study found measurable differences between intrapersonal and interpersonal issue agendas on both the individual and aggregate levels. The three measurement techniques were found to produce consistent interpersonal agendas, but a lack of consistency across the three measures for intrapersonal agendas indicated that choice of technique could affect the measurement of issue agendas. (Author)

ED 176 392 EA 012 103

The Role of Elementary School in Changing Communities. Planning for Lutheran Elementary Schools, E11.

Lutheran Church, Missouri Synod, St. Louis, Mo.

Pub Date 78

Note-34p.; For related documents, see EA 012 093-105; Figures 1 and 2 may not reproduce clearly

Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.25; $12.50 per set of 13)

Pub Type- Guides - General (050) - Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies, City Problems, *Community Change, Elementary Education, *Parochial Schools, Religious Education, Rural Schools, *School Community Relationship, School Planning, *School Role, Urban Schools

Identifiers-*Lutheran Elementary Schools

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume focuses on the response of Lutheran elementary schools to community changes. The publication begins by discussing the problem of sensitizing congregations to changes in ethnic composition, age, or number of children in the community and to the effects these changes can have on the church and the school. Collection and utilization of data on community change are discussed. The second section presents guidelines for responding to change intended to enhance the probability that planned change can occur. Areas covered include conducting an assessment of readiness for change, being a leader who can respond to change, and dealing with anxieties concerning change. Two sections deal with responding to urban change and responding to rural change. The urban change section stresses the idea that in spite of problems, center-city elementary schools are an excellent evangelism outreach of the parish. The rural change section suggests an interparish school in areas where enrollment is small. A final section contains an annotated bibliography of resources for dealing with change. (Author/JM)

ED 176 072 CE 022 462

Ethridge, James I.

Vocational Instructional Materials in Horticulture for Students with Special Needs.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Pub Date-Aug 79

Note-236p.

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Agricultural Production, *Disadvantaged Groups, Entomology, Floriculture, Greenhouses, Grounds Keepers, *Handicapped, *Horticulture, *Instructional Materials, Landscaping, Nursery Workers (Horticulture), Ornamental Horticulture, Plant Identification, Plant Pathology, Plant Propagation, Plant Science, *Resource Materials, Special Education, Trees, *Vocational Education, Weeds

This resource catalog of horticulture curriculum materials for students with special needs is divided into twenty-seven instructional areas: aboriculture; annuals; entomology; floral crops production; floral design and flower shop operations; garden center; greenhouse; ground covers and hedges; herbs; house plants; landscape construction and maintenance of home ground; nursery operation and management; pathology; perennials; poisonous plants; propagation; shrubs; small fruit; specialties; trees; tree fruits; turf grass; wild plants; vegetables; weeds; weeds (aquatic); and general horticulture. The major areas are subdivided to include one or more related categories. Definitions of all classification areas are included in each listing at the beginning of each section. Each citation includes the following information: title, material title, number of pages, date, author, corporate author which produced the material, orientation or brief annotation, and source. Several directories are appended, including informational agencies for the disabled, suppliers of horticultural materials, single plant societies, and periodicals available in horticulture. (BM)

ED 176 130 CG 013 720

Schmidt, Michael

Amount of Therapist Contact and Outcome For a Multimodal Depression Treatment Program.

Pub Date- 79
Note-19p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliotherapy, Clinical Psychology, *Depression (Psychology), Group Therapy, Helping Relationship, *Mental Health Programs, *Patients (Persons), *Predictor Variables, *Psychological Services, Psychotherapy, *Therapists

Fifty-six subjects were treated in an eight-week program including social learning, behavioral, cognitive, and assertiveness training procedures aimed at the alleviation of depression. Therapist contact, a cost-effectiveness variable, was varied across four treatment groups: individual therapy, small group, large group, and bibliotherapy. Regression analyses were done to see if prognostic indicators were present in the intake variables. When the average depression score at intake was added to the list of independent variables, it became the best predictor of outcome at post-therapy, and also at follow-up. Results indicated that the multimodal treatment was effective when compared to the waiting-list control group, and that the amount of therapist contact did not have a differential effect on therapeutic gains. (Author/LS)

ED 176 153 CG 013 754

D'Augelli, Judith Frankel

Communication and Parenting Skills: Leader Guide and Parent Workbook.

System Development Corp., Falls Church, Va.

Spons Agency-Governor's Council on Drug and Alcohol Abuse, Harrisburg, Pa.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Pub Date-79

Contract-271-75-4018

Note-293p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Communication Skills, Decision Making Skills, *Drug Abuse, *Family Counseling, *Parent Child Relationship, *Parents, Parent Workshops, Problem Solving, Social Exchange Theory

This Leader Guide and Parent Workbook has been designed to educate parents in skills for the effective communication of acceptance and the constructive management of power in relation to their children. Included is an overview of the Communication and Parenting Skills Program (CAPS), a discussion of the skills, guidelines for group leadership, home activities, and an outline of the CAPS program. The program involves goal setting, communication in the family, problem solving in the family setting, drug education and an assessment of goal attainment. The program is designed for a class of 10-12 parents meeting once a week for a two-hour session. (PC)

ED 176 328 CS 205 192

Bowen, Lawrence And Others

Why They Read: A Study of Information Needs and Newspaper Use.

Washington Univ., Seattle. Communication Research Center.
Spons Agency-American Newspaper Publishers Association, Washington, D.C.
Pub Date- 77
Note-22p.; Study prepared at the University of Washington
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Change, *Information Needs, *Media Research, Mobility, *Newspapers, Publications, Public Opinion, Radio, *Relocation, Television, *Use Studies

Approximately 200 residents new to the Seattle, Washington, metropolitan area were interviewed in a study to discover the interrelationships between information needs and newspaper use under conditions of dislocation. Five major areas of concern to new residents were identified (home, neighborhood, community, work, and leisure) and described in terms of ``things,'' ``activities,'' and ``people.'' Preliminary analysis of the data was conducted with reference to the general effects of dislocation, the background characteristics of respondents, the severity of dislocation, newspaper use, and general media use. Results indicated that dislocation represents a critical juncture when people's need for and use of the newspaper is at one of its highest levels, and that useful information to the consumer can be defined as information on which behavior can be based. (AEA)

ED 176 414 EA 012 143

Dalin, Per

Limits to Educational Change. Macmillan International College Editions. Studies on Education in Change.

International Movement Towards Educational Change, Oslo (Norway).

Pub Date-78

Note-112p.

Available from-IMTEC, P.O. Box 79 Blindern, Oslo 3, Norway (pound 2.95 plus postage)

Pub Type- Reports - General (140)

Document Not Available from EDRS.

Descriptors-*Comparative Education, *Educational Change, *Educational Innovation, *Educational Theories, *Models, *Organizational Theories, *Social Change

This book is based on the assumption that we need to have a much better understanding of the process of educational change itself before we can expect reasonable returns from our innovative programs. It is a cross-cultural analysis of the process and dynamics of social change in general, and educational change in particular. The book is divided into six chapters, covering some of the following topics: (1) the problems of educational change, (2) a conceptual framework, (3) characteristics of the educational system and schools, (4) conflicting theories, (5) a framework for analyzing change, and (6) an alternative view of educational change. This book can be used by a practitioner to develop a diagnostic framework to analyze his or her own setting. The book also has a number of practical illustrations that might be of value in the day-to-day operations of both teachers and administrators. In addition, consultants and organizational theorists, who not only want to diagnose environments but also want to develop programs of change and innovation, would benefit from the alternative change models that are outlined. (Author/LD)

SER-LARS, Volume 10. Instructional Methods I. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Contract-OEC-0-74-7892; OEC-2-70-0051
Note-734p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; See EC 120 515-526 for Volumes 2 and 3
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF04/PC30 Plus Postage.
Descriptors-Adapted Physical Education, Arithmetic, Daily Living Skills, Fine Arts, *Handicapped Children, Handwriting, Hygiene, *Individualized Programs, Language Arts, Mathematics, Music, Perceptual Motor Learning, Phonics, Prevocational Education, Reading, Reading Comprehension, Recreational Activities, Sciences, Self Care Skills, Sensory Experience, Sensory Training, Social Relations, Social Studies, Speech Instruction, Spelling, Structural Analysis, Study Skills, *Teaching Methods, Vocabulary, Vocational Education
Identifiers-*SER LARS (Information System)

The book briefly describes several hundred instructional methods from the Special Education Resources Location Analysis and Retrieval System (SER-LARS), which are intended for use in developing and carrying out individualized programs for handicapped children. Each teaching method includes an accession number; title; author; source; teacher tasks; and instructional materials, media, or hardware necessary to use the method. The index is divided into general subject areas, under which are listed specific skills pertaining to that subject area. Listed under each skill are the accession numbers of the specific teaching methods that are relevant. General subject areas include auditory, visual, gustatory,

olfactory, tactile, higher level cognitive functions, affective, reading, phonics, comprehension, structural analysis, vocabulary, literature, English grammar and composition, handwriting, spelling, speech and language development, study skills, numeration, addition, subtraction, multiplication, division, fractions, decimals, percent, geometry, money, time, measurement, social studies, science, gross motor, fine motor, adaptive physical education, recreation and playground activities, toileting, feeding and eating, drinking, grooming, hygiene, clothing care, safety, dressing, prevocational, vocational, daily living skills, fine arts, music, self-knowledge, and social interaction. (DLS)

ED 176 495 EC 120 570

Marks, Diana

Providing Inservice for Teachers of Academically Talented Students.

Neshaminy School District, Langhorne, Pa.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-1 Jun 79

Note-87p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academically Gifted, Educational Needs, Elementary Secondary Education, Gifted, *Inservice Teacher Education, Program Evaluation, *Program Planning, Student Characteristics, Teacher Workshops

The guide is intended for those planning inservice training for teachers of academically gifted students. Initial chapters focus on the characteristics and needs of academically talented students and review of research on general inservice education. The succeeding chapters detail the following steps in inservice program planning: conducting and analyzing needs assessment, determining format and locating speakers, organizing a list of participants and alternates, completing small details prior to inservice, conducting the actual inservice, evaluating the program, organizing upcoming inservices, and providing other services related to inservice programs. Among appended material are sample needs assessment forms and workshop agendas. (CL)

ED 176 514 EC 120 609

A Summary of Selected Legislation Relating to the Handicapped, 1977-78.
National Association of Coordinators of State Programs for the Mentally Retarded, Arlington, Va.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office for Handicapped Individuals.
Report No.-OHDS-79-22003
Pub Date-May 79
Contract-SA-79-2718
Note-49p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-060-00138-1)
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Programs, *Federal Legislation, Handicapped, Housing, *Mentally Handicapped, *Physically Handicapped, Rehabilitation, Social Services, Vocational Education

The booklet contains brief synopses of 29 pieces of legislation enacted by the 95th Congress which affect physically and mentally handicapped persons. Covered are the following major pieces of legislation: Rehabilitation, Comprehensive Services and Developmental Disabilities Amendments of 1978 (P.L. 95-602); Housing and Community Development Amendments (P.L. 95-128, P.L. 95-557); Education of the Handicapped Amendments (P.L. 95-49, P.L. 95-561); Comprehensive Employment and Training Act Amendments (P.L. 95-44, P.L. 95-524); and Social Security Act Amendments (P.L. 95-171, P.L. 95-216, P.L. 95-291, P.L. 95-600). Among other legislation addressed are the following: National School Lunch and Child Nutrition Amendments (P.L. 95-166, P.L. 95-627); Food Stamp Act Amendments (P.L. 95-59, P.L. 95-113, P.L. 95-458); and Tax Credits for Employing Handicapped Workers (P.L. 95-30, P.L. 95-600). Appendixes contain a table which traces the development of each law through the legislative process and cross references to individual summaries of laws found in previous issues of the series published by the Office for Handicapped Individuals. (SBH)

ED 176 555 FL 010 580

Loh, Shiu-Chang And Others

Machine Translations of Chinese Mathematical Articles.

Pub Date-78
Note-14p.
Journal Cit-Association for Literary and Linguistic Computing Bulletin; v6 n2 p111-120 1978
Pub Type- Journal Articles (080) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Algorithms, *Automatic Indexing, *Chinese, *Computational Linguistics, Data Processing, *English, Information Processing, *Machine Translation, *Mathematical Linguistics, Mathematical Logic, Mathematical Vocabulary, Scholarly Journals, Technical Writing, Translation, Vocabulary

A practical machine translation system called CULT (Chinese University Language Translator), capable of translating Chinese mathematical texts into readable English, has been developed during the period 1969-1977 at the Chinese University of Hong Kong. Programs for the system are written in Standard FORTRAN and run on the ICL1904A computer system. This system has been modified, improved, and rigorously tested, and its potential and capabilities have been amply demonstrated. Since January 1975, CULT has been used on a regular basis to translate ``Acta Mathematica Sinica,'' a scientific journal which is published by the Chinese Academy of Science in Peking. (Author/AMH)

ED 175 995 CE 016 454

Beckett, Joyce O.

Racial Differences in Why Women Work. Revised Draft.

Michigan Univ., Ann Arbor. Center for Continuing Education for Women.

Pub Date-17 Jan 78

Note-34p.; Paper presented at a conference sponsored by the University of Michigan Center for Continuing Education of Women (Ann Arbor, Michigan, January 17, 1978); Tables in this document will not reproduce well due to small print

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Blacks, Caucasians, Comparative Analysis, Economic Factors, *Employment, Environmental Influences, Family (Sociological Unit), *Females, *Labor Force, *Racial Differences, *Spouses

Identifiers-United States

A study was conducted to examine the contemporary differences in the response of black and white wives to factors that play a determining role in the decision of a wife to seek paid employment. Data, in the form of husbands' responses to interviews, were collected from a national sample of husband-wife families who resided in the continental United States. Fourteen major variables were examined and were organized into four groups: (1) family, (2) economic, (3) environmental, and (4) labor force. The research findings indicated factors important in determining the employment of black wives are not the same as those relevant to whites and the factors important to both groups have different influences on each race. Recommendation for changes in certain

laws and social policy (social security laws, income tax laws, employer's maternity practices, and unemployment) were made based upon the findings. (JH)

ED 176 092 CE 022 706

Goodman, Jane And Others

Directions for Change: A Career Development Workbook. 3rd Edition.

Oakland Univ., Rochester, Mich. Continuum Center for Women.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-79
Note-56p.
Available from-Continuum Center for Adult Counseling and Leadership Training, Oakland University, Rochester, Michigan 48063 ($3.50; $2.50 in lots of 20 or more)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adults, *Career Education, *Career Exploration, *Career Planning, *Decision Making, Interests, Job Search Methods, Psychological Characteristics, *Self Evaluation, Values

This career education workbook for adults is designed to promote self-directed career exploration. The workbook activities are arranged to help the users complete the following steps in an organized fashion: (1) gather information about themselves, their current situations, realities and practicalities, and the larger world, (2) evaluate information by defining values, ranking values, and making choices; and (3) clarify goals by exploring alternatives and reaching decisions. These steps are illustrated in a graphic model called the ``Arrow Decision-Making Process.'' Examples of some of the workbook activities include inventories, surveys, and questionnaires designed to identify occupational personality types, assess values, clarify goals, evaluate career possibilities, and assist the user in applying for jobs and writing resumes. (BM)

ED 176 111 CE 022 749

Cohen, Perry D. And Others
Evaluation of State Linkage Systems for Health Manpower Planning and Educational Resource Development. Final Report.
Urban Systems Research and Engineering, Inc., Cambridge, Mass.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date-Jun 79
Contract-231-77-0071
Note-368p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Coordination, Decision Making, *Demonstration Programs, Educational Resources, Federal Government, *Health Personnel, *Manpower Development, Manpower Needs, *Planning, *Program Evaluation, Regional Cooperation, Resource Allocations, Statewide Planning

This report presents the analysis and recommendations of a study which evaluated the federal demonstration program to institute linkage systems for health manpower planning in states. Following an introduction to the report, chapter 2 presents the basic concepts to define the health manpower decision system and to describe general characteristics of its context, structure, process, and output. Chapter 3 introduces the linkage program for evaluation by describing the background conditions in states which motivated the program, and by describing the implementation of the program by the federal government. The overall evaluation of state planning and linkage systems is presented in chapter 4. The decision systems in states are ranked according to their degree of integration, the planning input to decisions, and the extent of decision-making capacity development. Chapter 5 examines the factors which determine effective planning and linkage systems by identifying contextual factors that discriminate between the more effective and less effective decision systems. Chapter 6 examines the strategic and management factors in the implementation of the individual linkage projects in the states. Finally, chapter 7 draws on conclusions from earlier chapters to make recommendations to state and federal planners and policy-makers concerned with health manpower. (JH)

ED 176 176 CG 013 777

Judd, Ben

Social Comparison of Pay and Inequity Theory.

Pub Date- 79

Note-9p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Theories, *Compensation (Remuneration), *Employees, Job Analysis, *Job Satisfaction, Rewards, *Social Exchange Theory, Social Relations, *Task Performance

Identifiers-*Equity Theory

Inequity theory differs from social exchange theory in its analysis of a worker's reaction to pay by asserting that effects on work performance caused by high or low pay are due to social comparison of fairness rather than principles of direct exchange, such as reciprocity and power. The present experiment held piece-rate pay constant at two levels and varied relative pay (80% higher, the same, 80% lower) reported by co-workers. Significant manipulation checks for relative pay were obtained. Significant performance differences for quantity and fewer pieces for lower relative piece-rate pay, were opposite predictions from inequity theory. No significant effects were obtained for quality, but the pattern of means was also the reverse of inequity theory predictions. This finding of effects due to social comparison which are the reverse of predictions from inequity theory raises questions both for inequity theory and for the portions of the more general equity theory which rely on social comparison processes. (Author)

ED 176 220 CS 004 975

Johnson, Dale D. And Others
Relationships between Word Identification Skills and Reading Comprehension of Elementary School Children,
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TR-490
Pub Date-Dec 78
Grant-OB-NIE-G-78-0217
Note-123p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Context Clues, *Decoding (Reading), Elementary Education, Evaluation Methods, Phonics, *Reading Comprehension, Reading Diagnosis, *Reading Research, Reading Tests, Structural Analysis, *Word Recognition

Three studies were conducted as part of a series designed to identify the subskills of word identification that correlate most highly with reading comprehension and to examine various methods of assessing these subskills. In the first study, the prototype of a decoding (word identification) test was administered to 282 first, third, and fifth grade students, along with The Reading Subtest of the Metropolitan Achievement Tests (Form F). Study Two tested 792 second, fourth, and sixth grade students with a revised version of the decoding test and the Reading Subtest of the MAT. After another revision of the decoding test, the same procedures were used in Study Three to test 360 second, fourth, and sixth grade students. Results from the three studies indicated that all three broad areas of word identification phonics, structural analysis, and contextual analysis are significantly related to comprehension. The contextual analysis subtests in each study achieved higher correlation overall with the comprehension measure than did the structure and phonics subtests. Changes in the subtests between Studies Two and Three generally resulted in higher reliability ratings for those subtests that were extensively revised. The revision of subtests, however, made comparisons of results across the three studies inappropriate, and accounts for the considerable variation of correlations between skill subtests and global comprehension measures. (Author/RL)

ED 176 241 CS 005 021

Kaestle, Carl F.

The History of Literacy in America: An Introduction.

Pub Date-Apr 79

Note-31p.; Paper presented at the White House Conference on Library Information Services (Reston, Virginia, April 1-4, 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cultural Awareness, Culturally Disadvantaged, Educational Opportunities, *Functional Illiteracy, Historiography, *Literacy, *Social Attitudes, *United States History

A review of the development of literacy in American national life provides both a picture of two centuries during which the strong association of literacy with mainstream cultural values was largely unexamined and unchallenged, and a realization that illiteracy is inextricably related to problems of discrimination and alienation in the workplace, in commercial media, in persistent popular attitudes, and in various youth subcultures. Literacy can be studied historically in at least three different ways: by establishing trends in crude literacy; by moving beyond crude literacy to functional literacy; and by asking related questions about the purposes of literacy its cultural content and its economic functions. Crude literacy statistics reveal that the relationship of schooling and literacy in America is not a simple cause and effect relationship, that literacy reflects social stratification and educational opportunity, and that the national illiteracy rate shrank from 20% in 1870 to less than 3% in 1940, with major population divergences appearing in white/black, native/immigrant, and North/South figures. There is a need for additional study of the extent, quality, and content of popular literacy and of the historical purposes of literacy as applied to its liberating or constraining effects on intellectual enrichment, political efficacy, and economic improvement.

(AEA)

ED 176 262 CS 205 022

Kluwin, Thomas N.

A Discourse on Discourse Analysis.

Pub Date-Apr 79
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classroom Communication, *Classroom Research, *Discourse Analysis, Educational Research, Information Theory, *Interaction Process Analysis, Verbal Communication

A review of the research of E.G. Mishler, H. Mehan, and others suggests that a unified theory of the mechanics of how continuous discourse is accounted for in classroom behavior is necessary for further study. Discourse analysis meets the criteria for selection of a theoretical framework because it deals with all the language within the classroom from a universal point of view. Defining the basic unit of classroom language as the independent clause or T-unit, it is possible to generate four basic categories of classroom interaction: the informative clause, the elicitation, the directive, and the boundary marker. Classroom interaction is dividied between teacher and student, with teacher structures to inform, direct, or elicit, and student structures to inform or elicit. Rules can be generated for successive interaction sequences, maintaining the option of the teacher to persist or desist in a line of questioning as crucial, and it is possible to typify macrostructures using this system. (A coded sample of student/teacher dialogue is appended.) (AEA)

ED 176 285 CS 205 117

Fitzsimmons, Robert J. Loomer, Bradley M.

Spelling: Learning and Instruction.

Iowa State Dept. of Public Instruction, Des Moines.; Iowa Univ., Iowa City.

Pub Date-78

Note-141p.; For related document, see CS 205 118; Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Basic Vocabulary, *Educational Research, Elementary Education, Guidelines, Recall (Psychological), *Research Utilization, *Spelling, *Spelling Instruction, State Surveys, Study Skills, *Teacher Attitudes, *Teaching Methods, Vocabulary, Word Lists

Identifiers-Iowa

A study was conducted to determine how a representative sample of Iowa elementary school teachers viewed a number of research-supported and nonsupported teaching procedures in spelling. In addition, the study was designed to ascertain the degree to which this representative sample of teachers was utilizing or not utilizing selected research-supported procedures in teaching spelling to their pupils. The data were obtained through mailed attitudinal questionnaires completed in the spring of 1970. From the 1,472 questionnaires mailed, 1,289 (88%) were completed and returned. Some of the results were that more than 40% of the teachers disagreed with the proven practice of presenting spelling words initially in list form, more than 90% agreed with proven practice that spelling words of highest frequency in writing should be studied, more than 42% disagreed with the proven practice of having children correct their own spelling tests, and more than 79% disagreed with the research proving that it is unnecessary to learn the meaning of the words. (The appendixes include the survey instruments and summaries of research-supported and nonsupported practices.) (MKM)

ED 176 306 CS 205 151

Halliday, Mina Gail Rang, Jack C.

Oral Interpretation and the Teaching of Language Arts.

Illinois State Office of Education, Springfield.
Pub Date-78
Note-63p.; Language Arts Monograph; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Interpretive Reading, *Language Arts, *Literature, Minority Groups, Poetry, Prose, Reading Skills, Speech Communication, *Teaching Techniques

This monograph contains a series of discussions about the ways in which oral interpretation specialists view literature in its various genres and suggestions for oral interpretation techniques that might be applicable to literature instruction. The eight articles address the following specific topics: the fabric of literature, sensory approaches to the teaching of literature, teaching oral interpretation through choral speaking, plays and oral interpretation, the presence of the narrator in prose fiction, the interpreter's approach to poetry, actional procedures in teaching Afro-American literature, and the presence of literature. The monograph also includes lists of selected resources, professional organizations, and workshops and festivals, as well as a description of a videotape series designed to accompany the first article. (FL)

ED 176 351 CS 502 621

Mass Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date-79

Note-18p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, Behavior, Broadcast Industry, Cable Television, Childhood Attitudes, Children, *Childrens Television, Doctoral Theses, Elementary Secondary Education, Foreign Countries, *Media Research, Mythology, Programing (Broadcast), *Radio, Social Discrimination, Television, *Television Commercials, *Television Research, *Television Viewing

Identifiers-*Advertising

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: the mythology underlying television advertising; the ethnicity of television commercials; the impact of television food commercials on young children; comparative media effectiveness in an evangelistic campaign; media policies in 16 Asian countries; media use and preference of the elderly television viewer; the relationship between television viewing, achievement, IQ, and creativity; the transfer of psycholinguistic principles to the study of screen media; adolescent involvement with television characters; the development of radio and television in Denmark; analysis of subscriber reaction to cable television public access programing in New York City; application of cognitive style as a predictor of recall, information salience, and attitudes toward television commercials; discriminatory television advertising; children's impressions of television characters; public radio in Colorado; the influence of television on children's conceptions about occupations, on their reading readiness and potential literacy, and on their aggressive behavior and socialization; broadcast sales training in higher education; and the history and development of cable television in Baltimore County, Maryland. (MKM)

ED 176 371 EA 012 075

Burbules, Nicholas C. And Others

Equity, Equal Opportunity, and Education.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-CERAS-79-A4
Pub Date-Sep 79
Grant-OB-NIE-G-78-0212
Note-51p
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, *Civil Liberties, *Educational Benefits, Educational Opportunities, Elementary Secondary Education, *Equal Education, *Justice

This paper analyzes the concept of equal opportunity and its relationship to equity, justice, and educational policy. It argues that there is no single concept of equal opportunity but several alternative conceptions. Nevertheless, it is possible to provide a basic framework and terminology within which these alternative conceptions can be discussed and compared. General comments are made that assess the importance of a principle of equal opportunity for the distribution of educational benefits, and, conversely, the importance of a clear conception of education for an understanding of what equal educational opportunity entails. Finally, the paper suggests that equal opportunity, as a procedural principle of justice, is indeterminate with regard to a broad range of educational and social outcomes and that it must be supplemented by other normative principles and criteria. (Author)

ED 176 457 EC 120 470

Gear, Gayle And Others

Matt: The Mentally Retarded Child in Your Classroom.

Alabama Univ., Birmingham. School of Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date-79

Note-36p.; For other booklets in the series, see EC 120 467-469

Available from-The Interrelated Teacher Education Project, The University of Alabama, Birmingham, Alabama 35294

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Definitions, Diagnostic Tests, Elementary Secondary Education, *Individualized Instruction, *Mainstreaming, *Mentally Handicapped, Resources, *Student Evaluation, *Teaching Methods

Intended for regular class teachers, the booklet provides information to aid in mainstreaming the mentally retarded (MR) child. Sections address the following areas: reasons for mainstreaming the MR student; definition of mental retardation; assessment (areas of assessment and suggested evaluation measures, the assessment team); suggested readings for teachers and students on the retarded; personalized curricula (suggestions for instruction relating to intellectual functioning, abstract thinking, language development, physical maturation, short term memory, attention span, and self concept); and general teaching techniques for the MR child. (SBH)

ED 176 535 FL 008 291

Larsen-Freeman, Diane E.

Evidence of the Need for a Second Language Acquisition Index of Development

Pub Date-14 Jul 76

Note-19p.; Paper presented at the Conference on Second Language Learning and Teaching (Oswego, New York, July 14, 1976)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Students, Bilingualism, *Contrastive Linguistics, English (Second Language), *Language Processing, *Language Proficiency, Language Research, Language Tests, Language Universals, *Learning Processes, *Learning Theories, Measurement Techniques, Morphemes, *Second Language Learning, Syntax

Studies were conducted to help determine criteria for describing the stages through which second language learners pass as they acquire a new language. The ability of 24 beginning adult students of English as a second language to supply ten morphemes in obligatory contexts was predicted on the basis of contrastive analysis between English and each student's native language. Out of 13 predictions, nine were confirmed by student performance on the Bilingual Syntax Measure. The same students were retested after two months of intensive English instruction; only six predictions were confirmed by the second test. At the same time, the 24 subjects were also tested for ability to repeat correctly 16 sentences containing the morphemes of the syntax test. The rank order of morphemes from the first administration indicates that morphemes with high perceptual saliency were produced correctly more often than those with low perceptual saliency. After the second administration, the rank order conforms to an order established on the basis of a speaking task. These results indicate that, in determining the nature of universals in language development, researchers must take into account shifts in strategies between beginning and intermediate learning levels. (JB)

ED 176 015 CE 019 754

Bielby, William T. And Others

Research Uses of the National Longitudinal Surveys. Part V of a Research Agenda for the National Longitudinal Surveys of Labor Market Experience: Report on the Social Science Research Council's Conference on the National Longitudinal Surveys (Washington, D.C., October, 1977).

Social Science Research Council, Washington, D.C. Center for Coordination of Research on Social Indicators.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-May 78

Grant-21-36-77-39

Note-143p.; For a related document see CE 019 753

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Data Collection, Human Capital, Job Search Methods, Labor Demands, *Labor Market, Labor Supply, *Longitudinal Studies, Manpower Utilization, Occupational Surveys, Older Adults, Research Methodology, *Research Needs, *Research Problems, *Research Utilization, Social Psychology, Unemployment, Use Studies

Identifiers-*National Longitudinal Surveys

A review and evaluation were conducted of social science research that has been based upon the National Longitudinal Surveys (NLS) of Labor Market Experience. First, a comprehensive survey was undertaken of the labor market research that has used NLS data: (1) labor supply and the factors of female and male labor, child care and welfare, and marital instability; (2) labor demand and the effect of racial and sexual discrimination and unionization; (3) human capital and status attainment; (4) unemployment, job separation, and job search; (5) social psychological dimensions; (6) aging; and (7) research methodology. It was found during this review process that the NLS data neglected some significant areas such as promotions, supervisory responsibilities, job autonomy, and decision-making capabilities. Also overlooked were such factors as the impact of the Vietnam war on the younger male cohort and the inclusion of young males in the military in the original data samples. Suggestions were then offered for future research based on NLS data. Among these were included the substantive issues of the social forces affecting the family, the institutional constraints on the demand for labor, and the social demography of successive cohorts over time. (The references at the end of the report list all books and papers based on NLS data.) (ELG)

ED 176 034 CE 021 497

Lowther, Malcolm A.
Career Changes in Mid-Life: Some Educational Implications.
Pub Date- 76
Note-18p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, *Career Change, *Educational Needs, Educational Problems, *Educational Programs, Higher Education, *Middle Aged, Program Development, *Program Planning

There are indications that increasing numbers of people will seek career changes at mid-life. The data that are available suggest that these people will seek to make career shifts for both voluntary and involuntary reasons and that their change will be both within and between fields. Also, many will require additional education. Their educational needs differ from those of the typical younger student. Education's response to these needs includes some of the following: a vast array of courses focusing on both personal development and vocational needs; a wide assortment of new degrees for the nontraditional adult student; and the recognition and awarding of institutional credit for life experiences. Central issues for higher education institutions are admissions, counseling, curriculum development, instructional delivery systems, placement services, and research. A problem for large, multi-purpose institutions developing new programs and delivery systems for such clientele is making the distinction between a professional school and a trade school. All programs in an institution draw their strength and identity from their relationship with that institution. One can expect that in the development of new programs there will be conflicts among traditional institutional goals, student needs, workplace requirements, and faculty incentives. (JH)

Helmeke, Kerry And Others

Groups with Historically High Incidences of Unemployment. A Report to the Congress.

Employment Standards Administration (DOL), Washington, D.C.

Pub Date-Jul 77

Note-78p.; Best copy available

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Blacks, Certification, *Employment Patterns, Employment Trends, Females, Labor Force, *Labor Standards, Mexican Americans, Minority Groups, Older Adults, Persistence, Spanish Americans, Teenagers, *Unemployed, *Unemployment, Veterans, *Youth Employment

Identifiers-*Fair Labor Standards Act

This report dealing with groups with historically high incidences of unemployment is made in response to Section 4 (d) (3) of the Fair Labor Standards Act. (These groups include teenagers; 20-24 year-olds; veterans 20-24 year-olds ; females; blacks and other minorities; persons of Hispanic origin; and the elderly 65 years and older). The report is organized as follows: introduction to the report; groups with high incidences of unemployment (labor force growth and participation, duration of unemployment, discouraged workers, and other aspects of unemployment); youth employment under the Fair Labor Standards Act; certification under Section 14 of the Fair Labor Standards Act; and a statistical appendix. (JH)

ED 176 199 CG 013 825

Bellew, Carol

Follow-Up of ESEA Title III-Funded Elementary Guidance Programs.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.
Pub Date-May 79
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Counseling Programs, Counselor Characteristics, *Educational Finance, Elementary Education, *Elementary School Guidance, *Federal Aid, Followup Studies, Group Counseling, *Guidance Services, Individual Counseling, *Pupil Personnel Services
Identifiers-*Elementary Secondary Education Act Title III

Results of a followup study of 40 elementary guidance programs established with ESEA Title III funds in 1976 showed that the funding of the programs for one year had a significant impact: 32 of the 40 districts assumed the funding of the programs after the initial year of operation. The remaining eight districts reported that the programs had been very successful and effective but were discontinued after the initial year of funding due to lack of funding. The survey also showed that: (1) Most of the programs which were still in operation had expanded their staff and/or services. (2) Three districts which had discontinued the program due to lack of funds had included elementary guidance in their district's long-range plan. (3) Twenty-three of the 29 districts responding to the mail questionnaire had assumed the entire funding of the elementary guidance program; four of the districts were financing the program with district and Title IV funds; one was using all Title IV funds; and one was using district and Title I funds. (4) The counselors were very enthusiastic about the program and reported strong support by the administration, teachers, community and students. (5) The counselors felt that the communication problems experienced during the initial year of operation had been resolved and that the major weakness of the program in 1979 was understaffing. Thus, their primary recommendation for the improvement of the programs was to expand the staff. (Author)

ED 176 329 CS 205 193

Philbin, A. I.

The English Classroom in an External Degree Program A Viable Learning Environment for the 1980s.

Pub Date-Mar 79

Note-22p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Education, *English Programs, *External Degree Programs, Higher Education, Language Arts, Lesson Plans, *Military Personnel, *Teaching Methods, *Technical Writing

A technical writing course required as part of an external degree program (EDP) offered to military personnel provides a profile of successful use of the noncampus classroom as a teaching environment. An understanding of the interests and attitudes of military students is essential, with pragmatism and idealism as the instructor's survival skills. A definition of the external class must be clear and course objectives should be primarily behavioral and nonabstract, emphasizing performance rather than comprehension. Other recommendations are: lesson plans should emphasize doing and discussing; instructional materials directed toward the interests and abilities of off-campus students should be collected or manufactured; teaching methods should be dictated largely by expediency and the environment; students should be given a choice of assignments in order to achieve an objective; evaluations should involve both objective and informal pretests and posttests of student performance and should also provide for a range of student performance to be given credit. A weakness of the program is that no efforts have been made to obtain an outside evaluation of the EDP courses, although the growth of the program testifies to the approval it receives from the major military commands who contract for it. (A sample lesson plan and student assignment handout are included.) (AEA)

ED 176 437 EC 120 275

Engler, Richard E., Jr. And Others

Voices from the Classroom: Teacher Concerns with New Legislation for Serving Handicapped Children. A Report on a Study of Reactions to P.L. 94-142.

Littlejohn (Roy) Associates, Inc., Washington, D.C.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Nov 78

Contract-300-76-0328

Note-76p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Educational Legislation, Elementary Secondary Education, *Handicapped Children, Rural Education, *Special Education Teachers, *Teacher Attitudes, Urban Education

Identifiers-*Education for All Handicapped Children Act, *Local Education Agencies

Teacher questions and concerns regarding the implementation of Public Law 94-142, the Education for All Handicapped Children Act, were examined in visits to six local education agencies (LEAs). Types of LEAs visited included an eastern township, a southwest city, a midwest city, a remote town, and an eastern metropolis. Chapters of the report focus on the problems posed by Public Law 94-142, the settings of the visited LEAs, the teachers and their concerns, typologies of concerned teachers, and lessons learned and recommendations. Among conclusions resulting from the visits and contacts with educators are the following: that priorities of teachers are weighted by their sense of professional values and practices, that information about Public Law 94-142 has spread with great unevenness, that LEAs vary greatly in their support of teams of teachers working together on educational problems at the building level, that LEAs vary in the ways they facilitate working relationships between regular and special education teachers, and that an audit process can possibly hinder and weaken resources for education of the handicapped. The following recommendations to the Bureau of Education for the Handicapped resulted from the study: (1) create a forum for building knowledge and sharing experiences, (2) create a teachers review body at the LEA level, (3) create regional assistance teams, (4) develop and disseminate guidelines on documentation and IEP (Individualized Education Program), and (5) create policy review offices at the national level for developing and disseminating policy positions. An appendix describes the evolution of study methodology. (PHR)

ED 176 131 CG 013 721

Cincinnati: Public Attitudes About Crime; A National Crime Survey Report.

National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.
Spons Agency-Bureau of the Census (DOC), Suitland, Md.
Pub Date-Mar 79
Note-67p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00774-1)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age, Anxiety, *Community Attitudes, *Crime, *Fear, Local Issues, *Neighborhood, Police, Racial Differences, Sex Differences, *Social Problems, *Violence
Identifiers-*Ohio (Cincinnati)

The National Crime Survey found many Cincinnati residents fearful at night, changing or limiting their activities because of this, and holding the impression that crime was on the upswing, both in their neighborhoods and nationally, with increasing chances of their being victimized. Contradictorily, relatively few persons considered crime risk a paramount influence on their behavior, yet nearly two-fifths claimed they had changed or limited their activities in some manner because of crime. Opinions and effects varied across population subgroups. Whites were more prone to express apprehension about visiting beyond their neighborhoods, while blacks were much more likely to fear their own neighborhoods at night and to claim they had limited or changed their activities. Nearly three-fifths of all women felt unsafe when out alone in their neighborhoods at night, compared with only 22% of males. Older persons were more intimidated than younger ones. Victimization strongly increased the perceived probability of further victimization, the fear of visiting beyond the neighborhood at night, and the opinion that the neighborhood was dangerous enough to warrant moving away. Cincinnatians generally were, however, positive about local police performance. (LS)

ED 176 154 CG 013 755

Chilman, Catherine S.

Adolescent Sexuality in a Changing American Society.

Wisconsin Univ., Milwaukee. School of Social Welfare.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.

Pub Date-78

Contract-N01-HD-52821

Note-381p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-046-00050-1)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Abortions, *Adolescents, Contraception, Illegitimate Births, *Individual Development, Marriage, Pregnancy, *Sex Education, *Sexuality, *Social Development, *Teenagers

All aspects of adolescent sexuality may be viewed as primarily sexual. The primary fact about adolescence is that the young person becomes capable of reproduction. Biological changes interact with psychological ones; the cognitive, motivational, social and emotional aspects are all directed toward becoming a sexual human being. In adolescence, personal relationships are particularly tenuous as young people move from immersion in the family and simple social systems toward greater independence, distinctive selfhood, and involvement in complex social systems. As adolescent sexuality is conceptualized in the framework of contempory society, life goals for developing teenagers are far less clear than in the past, and the trend toward complete freedom of personal decision making is particularly difficult at this stage. (Author/PJC)

ED 176 393 EA 012 104

Parents as Partners. Planning for Lutheran Elementary Schools. E12.
Lutheran Church, Missouri Synod, St. Louis, Mo.
Pub Date-78
Note-23p.; For related documents, see EA 012 093-105

Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.25; $12.50 per set of 13)
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Parent Responsibility, *Parent School Relationship, *Parochial Schools, Religious Education, School Planning, *School Responsibility, Social Change, Teacher Responsibility
Identifiers-*Lutheran Elementary Schools

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume deals with the responsibility shared by parents and Lutheran schools for providing the child's education. The document begins by pointing out the need for a home school partnership, especially in the face of changes in the family structure, the role of the school, and the society. The second part of the publication defines the partnership roles of schools and parents. This part emphasizes the role of the Lutheran school as church and of the teacher as minister to the child. The parents' role is defined as that of listening to the child, participating in school activities, and becoming involved in school operations such as policy formation, curriculum development, classroom activities, and evaluation. The role of the congregation in the partnership is touched on. Both these sections of the publication contain activities that foster partnership between school and parents. A final section discusses two organized programs for home school partnership: parent teacher association and parent effectiveness training for Lutherans. (Author/JM)

ED 176 415 EA 012 144

Definitions and Outline of Basic Operational Procedures of the Kansas Professional Teaching Practices Commission.

Kansas State Dept. of Education, Topeka.
Pub Date-Jul 79
Note-12p.; Flow charts may be illegible
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Personnel, Elementary Secondary Education, *Grievance Procedures, *Teachers
Identifiers-*Kansas

The purpose of this publication is to acquaint educators with the Professional Teaching Practices Commission of Kansas, which was created by the Teachers Practices Act of 1969. The commission serves in an advisory function to the Kansas State Board of Education with responsibility, power, and authority to investigate problems relating to the teaching profession. The commission hears cases involving the issuance, continuance, suspension, revocation, or reinstatement of teachers' and administrators' certificates and makes recommendations to the Kansas State Board of Education regarding disposition of those cases. Part 1 of the paper contains definitions of options and alternatives relating to key points in the complaint process. Part 2 describes a typical sequence of action when a complaint is filed with the commission. (Author/LD)

ED 170 496 EC 120 571

Gaylord-Ross, Robert J.
The Development of Treatment Techniques for the Remediation of Self-Injurious Behavior in the Classroom and Home. Final Report.
Yeshiva Univ., New York, N.Y.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 79
Grant-G007603954
Note-131p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Behavior Change, Behavior Patterns, Contingency Management, Exceptional Child Research, Negative Reinforcement, *Operant Conditioning, *Performance Factors, Positive Reinforcement, *Self Mutilation, *Severely Handicapped

Four treatment procedures were evaluated for effectiveness in reducing self injurious behavior (SIB) of 22 severely handicapped students. Treatment procedures included contingent restraint, reinforcement withdrawal, differential reinforcement of incompatible behavior, and ommission training (rewarding the S for not emitting the SIB response). Results indicated the superiority of the contingent restraint (CR) procedure. CR was the only technique using a contingent application of an aversive stimulus. A theoretical analysis considered implications for treatment of SIB from positive and negative reinforcement interpretations. Three recommendations for treatment were made: the child should be programmed in a social and educational interaction as much as possible; educational materials and instructional commands should be programmed in a graduated fashion allowing aversive materials and commands to be avoided at first; and efforts should be made to identify maximally reinforcing stimuli. Cooperating teachers and parents were shown to be able to implement behavior modification techniques to reduce SIB. In a second study, SIB was found to be correlated with the type of task engaged in by a 16 year old severely retarded female. A third study demonstrated a relationship between task difficulty and aberrant behavior. Among appendixes are sample consent forms and data sheets, and three related papers: ``An Analysis of Antecedent, Response, and Consequence Events in the Treatment of Self Injurious Behavior,'' ``A Decision Model for the Treatment of Aberrant Behavior in Applied Settings,'' and ``The Relationship Between Task Difficulty and Inappropriate Behavior in Severely Retarded Children.'' (CL)

ED 176 556 FL 010 593

Vogel, Irene Nespor, Marina

An Interaction Between Stress and Length in Italian.

Pub Date-78

Note-8p.; Paper presented at the meeting of the Linguistic Society of America (Boston, Massachusetts, December 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Articulation (Speech), *Consonants, Descriptive Linguistics, *Italian, Language Patterns, Language Research, Language Variation, Phonemics, Phonological Units, *Phonology, *Pronunciation, Speech, *Stress (Phonology), Syllables, Syntax, *Vowels

Traditional descriptions of Italian phonology have occasionally suggested that some type of connection exists between raddoppiamento sintattico'' (RS) and the word internal consonant length contrast. (RS is defined as a systematic lengthening of the first consonant of the second word in a two-word sequence in certain syntactic and phonological environments.) This paper claims not only that some type of connection exists, but that there is a very specific type of relationship, and that the presence or absence of RS in a given variety of Italian depends on the presence or absence of contrastive consonant length in that variety. These claims are tested in two varieties of standard Italian, those of Rome and Milan. On the basis of these measurements, it is demonstrated that the patterns of consonant length created by RS do directly reflect the patterns of consonant length within words. The existence of RS in Rome reflects the existence of a word internal consonant length contrast in this variety of Italian, while the lack of RS in Milan reflects the lack of a word internal consistent consonant length contrast in the Milanese variety of Italian. It is also shown that while RS is not obligatory in those varieties of Italian that manifest it, the relative probability of its occurrence appears to be governed by certain syntactic factors. (Author/AMH)

ED 176 054 CE 022 071

Attracting Reentry Women to Engineering and Technology.

American Society for Engineering Education, Washington, D.C.

Pub Date-78

Note-19p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adults, Career Change, *Career Opportunities, Educational Problems, *Educational Programs, *Engineering, Engineering Education, *Females, Higher Education, School Industry Relationship, Student Recruitment, Technology

Three papers on attracting reentry women to engineering and technology are presented. The first paper, "Encouraging Older Women as Engineering Students," discusses the opportunities, the problems, and suggested actions for women pursuing engineering careers. The second paper, "Industrial Programs for Reentry Opportunities for Women as Engineers," discusses an employer program to encourage suitable women employees to study engineering and a company program with local colleges of engineering and engineering technology for both employees and older women throughout the local area. The third paper, "Encouraging Reentry Women as Engineering Technology Students," discusses the opportunities for women in engineering technology careers, problems encountered by students, and suggested actions for deans of engineering technology programs. (JH)

ED 176 073 CE 022 469

Byus, Robert F. And Others

Competencies Common to All Occupations. Student Manual.

Ohio County Board of Education, Wheeling, W. Va.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-Jul 79

Grant-BVTAE-76-WV-78-C-10

Note-117p.; For a related document see CE 022 470

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Basic Skills, Career Awareness, Competence, Economics, Interpersonal Competence, *Job Skills, *Learning Activities, *Performance Based Education, Skill Development, *Skills, *Vocational Education

Identifiers-West Virginia

Based on competencies identified as common to all occupations and designed to be integrated into existing vocational curriculums, this competency-based student curriculum provides eighty student competency sheets grouped into six areas: (1) basic math skills, (2) basic communication skills, (3) interpersonal skills, (4) economic principles/concepts, (5) occupational awareness, and (6) employment process skills. Individual competency sheets are intended for use by either the student or instructor and include: a competency statement, learning steps, both individual and group learning activities, and an evaluation. (LRA)

ED 176 093 CE 022 708

Jezierski, Kathleen, Ed.
Resources in Vocational Education, 1978. Volume 11, No. 4.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-78
Contract-300-78-0032
Note-104p.; Not available in paper copy due to small print
Journal Cit-Resources in Vocational Education; v11 n4 1978
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s) title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

ED 176 177 CG 013 778

Schmitt, Neal Fitzgerald, Michael

Organizational Size, Work Group Size, Job Level, and Perceived Job Characteristics.

Pub Date- 79

Note-19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979); Not available in hard copy due to marginal legibility

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Employee Attitudes, Feedback, Job Analysis, *Job Satisfaction, Job Skills, *Organizational Climate, *Organization Size (Groups), Professional Recognition, *Socioeconomic Status, *Work Environment

Identifiers-*Job Diagnostic Survey

The construct validity of the Job Diagnostic Survey was examined in terms of its ability to detect expected mean differences in perceived job characteristics between people in: (a) large and small organizations, (b) large and small work groups and (c) high and low status jobs. These subgroups were compared using multivariate and univariate stepwise regressive analyses. Examination of significant effects and mean differences provided overall support of the construct validity of the Job Diagnostic Survey and suggest that macro variables such as organizational size and work group size are reflected in people's perceptions of their jobs. (Author)

ED 176 242 CS 005 023

Burgess, Joanne

Reading to Children: One in a Series of Parent Training Workshops. A Mini-Course. Trainer's Manual.

Maine Univ., Farmington.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Jun 79
Contract-451AH60892; G007700127; G007700128
Note-37p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Children, *Course Content, Early Childhood Education, *Parent Child Relationship, *Parent Education, *Parent Teacher Cooperation, Parent Workshops, *Reading Instruction, *Teaching Techniques
Identifiers-*Reading to Others

The purpose of the mini-course described in this training manual is to provide parents with information and techniques that emphasize the importance of reading to children and to increase their proficiency in handling the task. The manual includes descriptions of the complete course, its objectives, recommended readings, lists of handouts and teaching aids, and its various sessions. Copies of the slides and transparencies used in the course are also included. (FL)

ED 176 263 CS 205 040

Collins, James L.

The Teacher-Student Conference and the Development of Meaning in Writing.

Pub Date-Mar 79

Note-10p.; Paper presented at the Combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *English Instruction, Higher Education, Secondary Education, *Student Teacher Relationship, *Writing Skills

Identifiers-*Teacher Student Conferences

Teacher/student conferences in composition at their best involve a shared commitment involving both teacher and student in developing meaning in the student's writing and are an improvement over theme annotation, which separates writer and reader and tends to cast the teacher in the role of respondent with judgmental powers. However, unless teachers and students share the process of developing meaning in writing, it is probable that the teacher will dominate the conference. By cooperating and collaborating with students, teachers can avoid the possibility of dominating the psychological processes involved in shaping or forming meaning in writing. Teachers must let students do most of the talking during the conference, and the subject of that talk most often must be the subject of the student's writing, not the conventions of written language. (Transcripts of teacher/student interactions are included.) (TJ)

ED 176 307 CS 205 152

Leary, Lewis, Comp. Auchard, John, Comp.

Articles on American Literature, 1968-1975.

Pub Date-19 Oct 79
Note-745p.
Available from-Duke University Press, 6697 College Station, Durham, North Carolina 27708 ($39.75 cloth)
Pub Type- Reference Materials - Bibliographies (131) - Books (010)

Document Not Available from EDRS.

Descriptors-*American Literature, *Bibliographic Citations, *Literary Criticism, Periodicals, *Twentieth Century Literature

This is the third volume in a series giving bibliographic references for articles written about many phases of American literature. It has an extensive section listing articles about the works of specific American authors. Other sections included are: American literature (aims and methods, bibliography, biography and autobiography, and ethnic groups); fiction; foreign influences and estimates; frontier; humor; language and style; libraries and literary collections; literary criticism; literary history; literary societies; literary trends and attitudes; newspapers and periodicals; philosophy and philosophical trends; poetry; printing, publishing, and bookselling; regionalism; religion; science; social and political aspects; theater; and women. Each entry includes author, title, journal title and issue, and page references. (TJ)

ED 176 372 EA 012 076

Burbules, Nicholas C. Sherman, Ann L.
Equal Educational Opportunity: Ideal or Ideology?
Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-CERAS-79-B17
Pub Date-May 79
Grant-OB-NIE-G-78-0212
Note-21p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Benefits, *Educational Theories, Elementary Secondary Education, *Equal Education

This paper explores what it calls the inadequacies of the concept of equal educational opportunity. An introductory section reviews the dominant interpretations of the principle of equal educational opportunity. Then it presents an extended review and analysis of the major criticisms of the principle, under any of its interpretations. A final section argues the principle of equal educational opportunity as necessary but not sufficient for the just distribution of educational benefits. The paper concludes that the principle in itself is a worthy ideal but by itself stands as a limited and counterproductive ideology. Finally, the paper considers other principles that might be added to the principle of equal educational opportunity in order to render it necessary and sufficient for a just distribution of educational benefits. (Author/LD)

ED 176 458 EC 120 471

Carney, John J.

What Research Says About Reading for the Mentally Retarded Child.

Pub Date-Apr 79

Note-30p.; Paper presented at the Annual Meeting of the International Reading Association (Atlanta, Georgia, April 23-27, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Research, Mentally Handicapped, *Reading, Reading Ability, Reading Comprehension, Reading Instruction, Teaching Methods, Visual Discrimination, Word Recognition

The document reviews research data, particularly group research, relating to teaching reading to the mildly retarded child. The paper examines the following areas: word recognition/meaning (context, decoding/phonics, sight words); letter acquisition and discrimination; comparative studies of methods and techniques; reading profiles of retarded individuals; and comprehension. A summary and analysis of study results are followed by [illegible] discussion of implications for educational practice. Among the conclusions drawn are that there is nothing in the literature which suggests that it is unrealistic to reasonably expect mildly retarded children to achieve a level of literacy commensurate with their mental ages if instruction is designed specifically to meet the retarded child's individual needs; and that the current state of research suggests an inordinate concern with basic word recognition acquisition strategies and an inadequate emphasis upon comprehension processes. (SBH)

ED 176 515 EC 120 685

Young, Sandra Gales Johnson, John L.

P.L. 94-142 Training Aid. May 1979.

East Carolina Univ., Greenville, N.C. School of Nursing.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-May 79

Grant-G007602988

Note-14p.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Inservice Education, Inservice Teacher Education, Instructional Materials, Teacher Evaluation, Teacher Workshops

Identifiers-Education for All Handicapped Children Act

Intended for faculties, classes, student organizations, and other groups interested in the handicapped, the training package is designed to provide a workshop on the major provisions of P.L. 94-142 (the Education for All Handicapped Children Act) and to provide opportunities to discuss the law's implications within participants' academic programs. Contained are the following: a set of managers instructions, a preworkshop study guide, discussion leaders instructions, workshop format, pre- and post-assessment instruments, and a workshop evaluation instrument. (SBH)

ED 176 536 FL 008 840

English for Specific Purposes. Information Guide 2.

British Council, London (England). English-Teaching Information Centre.
Pub Date-Apr 76
Note-67p.
Available from-English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (1 British pound)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bibliographies, Business, Business English, Dictionaries, Doctoral Theses, Educational Games, *English (Second Language), *English for Special Purposes, Instructional Aids, *Instructional Materials, *Language Instruction, Language Research, Masters Theses, Medicine, Physical Sciences, Postsecondary Education, Program Descriptions, Reading Materials, Reference Books, *Second Language Learning, Social Sciences, Technology, *Textbooks, Word Lists

This bibliography of materials for teachers of English for specific purposes lists textbooks, technical readers, articles, resource books, reports, dictionaries, reference books, bibliographies, word frequency lists, catalogues of teaching aids, games and activities, current research in Britain, documents available in the archives of the English Teaching Information Centre of the British Council, and theses and dissertations. The textbook section is annotated and covers social sciences, physical sciences, technology (general, engineering, transport, and agriculture), medicine, and commerce (general, commercial correspondence, and hotels and catering). (JB)

ED 175 996 CE 016 459

Oaxaca, Ronald L.
On the Use of Occupational Statistics.
Pub Date-78
Note-35p.; Paper presented at the Census Bureau Conference on Issues in Federal Statistical Needs Relating to Women (April 27-28, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Economic Research, Employment Level, *Employment Statistics, *Females, Human Capital, Income, Information Needs, Job Skills, *Mathematical Models, Occupational Choice, Occupational Mobility, *Occupations, Research Needs, Statistical Data, Wages, Working Women

Although government social and economic policy, where women and minorities are concerned, is largely focused on income and earnings, specific types of data on the occupational affiliation of women would be useful for research. It is necessary to have a theoretical frame of reference in order to ask the right questions about women's occupational affiliation. Very little is known about the technological conditions governing the formation of skills on the job, and much more needs to be known about occupational choice and mobility. As a step toward asking the right questions, a simple framework has been developed which links together occupational affiliation, human capital formation, and wage rates. It affords a means of discussing both theoretical and empirical issues that relate to the occupational attachments of women. Data limitations can be found at both the macroeconomic and microeconomic levels of analysis. For the purposes of understanding and predicting changes in occupational distribution among women, annual data on detailed occupational distributions must be made available. Similarly, detailed occupational data should be made available on a more frequent basis for local labor markets. Public policy aimed at enhancing the occupational opportunities for women cannot be made fully operational merely on the basis of economy wide statistics, nor can individuals really respond effectively to information of U.S. wide averages. Finally, comprehension of how individuals choose occupations and subsequently form marketable skills depends upon the availability of longitudinal data on individual households. (A detailed presentation of the conceptual framework for discussing the relationship between occupation, skill formation, and wage rates, is included.) (JT)

ED 176 035 CE 021 500

Hertz, Vivienne
Planning for the Intensively Scheduled Class.
Pub Date-7 Jul 79
Note-11p.; Paper presented at the International Conference on Improving University Teaching (5th, London, England, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Facilities, External Degree Programs, Higher Education, *Learning Activities, Library Facilities, Military Personnel, *Nontraditional Students, *Student Characteristics, *Teaching Techniques

How does the college faculty member involved in off-campus teaching plan for intensively scheduled classes comprised of forty hours of instruction in three weekends? Two main areas of concern are (1) the differences between these students and those found on the main campus and (2) methods of providing variety in instruction to maintain a reasonable balance of motivation and production. The Southern Illinois University's School of Technical Careers offers a nontraditional baccalaureate degree program in which nontraditional students can, in a reasonable time frame, receive a baccalaureate degree through the extended campus delivery system at military bases spread throughout the U.S. The degree is closely tied in with the student's career goals and grants credit for competencies gained in extra-institutional experiences. The students in the program often have higher expectations than regular campus students. These students also infrequently have spontaneous learning styles. Fertile areas of potential research suggest themselves in quantifying distinctions between these students and those on the traditional campus. Adult students are less accustomed to locating library materials and more hesitant in seeking assistance. Activities which are appropriate for such students include those that encourage student interaction, peer evaluation, competency based testing, and integratiion of educational technology into the curriculum. (LRA)

ED 176 112 CE 022 750

Sturman, Andrew

From School to Work: A Review of Major Research in Australia. Australian Education Review, No. 13.

Australian Council for Educational Research, Hawthorn.

Pub Date 79

Note-114p.

Available from-P. O. Box 210 Hawthorn, Victoria, Australia 3122 ($5.00)

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Academic Achievement, Career Education, Dropouts, Economic Status, Educational Experience, *Educational Research, *Occupational Choice, School Industry Relationship, Secondary Education, *Social Factors, Status, Student Attitudes, Student Characteristics, Work Experience

Identifiers-*Australia, *School to Work Transition

This review draws together the findings of research in Australia concerning various aspects of the transition from school to work to assist policy makers (including educational administrators, school principals, employers, trade union officials, and politicians) in working in this area. Aspects covered in the review include the processes of occupational and educational attainment, including the background variables (such as sex, social class, ethnic origin, and geographic location) that contribute toward this attainment, and also the processes involved in the choice of occupations or the decision to continue education. The review also considers the attitudes of students to their school experiences and the attitudes of young workers to their work experiences. A recommendation is made for a close relationship between the world of work and education, highlighting in particular the special problems that certain (e.g., early school-leavers and ethnic minorities) have in relation to their school and work experiences. (JH)

ED 176 221 CS 004 983

Whyte, Jean

Helping Adults to Read Do We Succeed?

Pub Date-Sep 78

Note-12p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (3rd, Dublin, Ireland, September 21-23, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education, *Adult Literacy, *Adult Reading Programs, Foreign Countries, *Reading Habits, *Reading Skills, Student Motivation, Tutoring, *Tutors, Volunteers, *Volunteer Training

Identifiers-Northern Ireland (Belfast), *Reading Attitudes

To determine the progress that adult students in Belfast, Ireland, were making under a literacy tutoring program, questionnaires were sent to all 160 tutors who were involved in the program. The questions dealt with the tutors' backgrounds, their deployment, their views on the organization of the program, and with tutoring processes and results. The reponse rate was 53%. The results indicated that all of the respondents thought their students had learned something and that they were making progress. Specifically, half mentioned progress in learning specific skills; a third mentioned progress in personal, emotional learning or development; while others made general comments on improvement. Suggestions for improvements were made in the areas of teaching specific skills, finding materials suitable in content and structure for adults, having more contact with other tutors, and relating to students. A core curriculum was suggested that would have objectives aimed at developing general learning skills in the adult literacy students. (MKM)

ED 176 286 CS 205 118

Loomer, Bradley M.
Educator's Guide to Spelling Research and Practice.
Iowa State Dept. of Public Instruction, Des Moines.; Iowa Univ., Iowa City.
Pub Date-78
Note-33p.; For related document, see CS 205 117
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Vocabulary, Educational Games, *Educational Research, Elementary Secondary Education, *Recall (Psychological), *Spelling, *Spelling Instruction, *Study Skills, Teaching Techniques, Vocabulary, Word Lists

The material in this monograph is an abridgement of an earlier research monograph by the author and Robert J. Fitzsimmons. It was developed to provide teachers with a convenient guide to spelling instruction. The areas discussed include word lists, word meanings, the list form of word presentation, syllabication, the corrected test procedure, the test-study-test procedure, writing words missed, spelling rules, phonics and spelling, time allotment, marking hard spots, spelling games, contemporary spelling programs and workbooks, the elements of a good spelling program, the role of learning in a spelling program, testing, student record keeping, and method of word study. Each section includes a statement of what research supports as a viable teaching practice and includes comments and citations to relevant research. A summary guide to classroom practice emphasizes the need for systematic instruction based on word lists and a test-study-test method. (MKM)

ED 176 352 CS 502 623

Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-12p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Courts, Credibility, Debate, Doctoral Theses, *Group Dynamics, *Interaction Process Analysis, *Persuasive Discourse, Police, Political Issues, Problem Solving, Research, *Speech Communication
Identifiers-*Communication Research

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: factors affecting group decisions regarding attributions of responsibility; a model of message-attitude-behavior relations; effects of the communicative process on perceived source credibility and attitude change in a political setting; anger, cohesiveness, and productivity in small task groups; the effects of ``thromises'' (threats and promises) on compliance and concession-making in the bargaining situation; the relationships among judging philosophies, demographic characteristics, and debate ballot rationales; courtroom communication strategies; incubation strategies used by small groups during problem solving; the relationship of violations of receiver expectations and resistance to persuasion; an instrument for measuring group members' perceptions of the difficulty of a problem solving task; language variation and success in the system of criminal justice; variables affecting perceived source credibility; culture, role models, and interaction within a police communications centre; the effects of violations of personal space expectations on source credibility and attraction and on distraction; and the effects of vocal rate and the synchronization of coverbal clues on such factors as receiver distraction and message comprehension. (GT)

ED 176 477 EC 120 525

SER-LARS, Volume II. Instructional Methods II. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-76

Contract-OEC-0-74-7892; OEC-2-70-0051

Note-587p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors-Adapted Physical Education, Arithmetic, Daily Living Skills, Fine Arts, *Handicapped Children, Handwriting, Hygiene, *Individualized Programs, Language Arts, Mathematics, Music, Perceptual Motor Learning, Phonics, Prevocational Education, Reading, Reading Comprehension, Recreational Activities, Sciences, Self Care Skills, Sensory Experience, Sensory Training, Social Relations, Social Studies, Speech Instruction, Spelling, Structural Analysis, Study Skills, *Teaching Methods, Vocabulary, Vocational Education

Identifiers-*SER LARS (Information System)

The book briefly describes several hundred instructional methods from the Special Education Resources Location Analysis and Retrieval System (SER LARS), which are intended for use in developing and carrying out individualized programs for handicapped children. Each teaching method includes an accession number; title; author; source; teacher tasks; and instructional materials, media, or hardware necessary to use the method. The index (found in Volume I) is divided into general subject areas, under which are listed specific skills pertaining to that subject area. Listed under each skill are accession numbers of the specific teaching methods that are relevant. General subject areas include auditory, visual, gustatory, olfactory, tactile, higher level cognitive functions, affective, reading, phonics, comprehension, structural analysis, vocabulary, literature, English grammar and composition, handwriting, spelling, speech and language development, study skills, numeration, addition, subtraction, multiplication, division, fractions, decimals, percent, geometry, money, time, measurement, social studies, science, gross motor, fine motor, adaptive physical education, recreation and playground activities, toileting, feeding and eating, drinking, grooming, hygiene, clothing care, safety, dressing, prevocational, vocational, daily living skills, fine arts, music, self-knowledge, and social interaction. (DLS)

ED 176 132 CG 013 722

Buffalo: Public Attitudes About Crime; A National Crime Survey Report.

National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.
Spons Agency-Bureau of the Census (DOC), Suitland, Md.
Pub Date-Jun 79
Note-68p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00775-9)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age, *Community Attitudes, *Crime, *Fear, Individual Differences, Local Issues, *Neighborhood, Police, Racial Differences, Sex Differences, *Social Problems, *Violence
Identifiers-*New York (Buffalo)

The National Crime Survey found that about three-fourths of the Buffalo residents perceived national crime as on the upswing, and one-third sensed an increase locally. Fewer than 10% believed crime in either place declined. Most felt their own victimization rate had increased. Fear of criminal attack appeared largely dependent upon the time of day and locale, with evening hours and distance from home generating more fear. Most believed that others were more affected by crime or fear of crime than they were. Crime rarely was mentioned as a major motivating factor for their own activities. Fewer than one-fifth considered crime the single most serious local problem. Crime level opinions differed mainly in degree rather than direction. Females, blacks, or older persons tended to be more fearful and likely to modify their behavior. Victims appeared more concerned than non-victims, although the differences were not always pronounced. Residents were relatively satisfied with local police performance, despite many specific suggestions for improvement. (Author/LS)

ED 176 155 CG 013 756

Group Home Management.
Little (Arthur D.), Inc., Washington, D.C.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.; Office of Law Enforcement Assistance, Washington, D.C.
Pub Date-Mar 79
Contract-J-LEAA-76-013-77
Note-189p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Agency Role, *Community Programs, Community Relations, *Delinquents, Financial Support, Governing Boards, *Institutional Administration, Maintenance, Organization, *Personnel Management, *Program Evaluation, *Residential Care
Identifiers-*Group Homes

This guide seeks improvement in group home management, especially community-based residential facilities for juvenile offenders. Primary organizational considerations include structure, communication lines and decision making. The role of the Board of Directors is explored from initial selection through definition of the program directors role. Similarly, staff topics range from recruitment through training, supervision and evaluation. Resident management involves admission and intake, treatment and its monitoring, acceptable behavior maintenance, outside services, resident record-keeping and confidentiality. Financial aspects are summarized, from accounting methods to grant money management. Community relations efforts are described, and call for involvement, attitude surveying, volunteer training, publicity and advocacy. Maintenance and operations are delineated, and focus on safety and legal codes, building standards, insurance, housekeeping, and food. Program monitoring and evaluation methods complete the guide. (Author/LS)

ED 176 178 CG 013 779

Singleton, Louise C.

The Role of Peer Perception in Classroom Interventions With Black and White Children.

Pub Date-15 Jun 79

Note-13p.; Paper presented at the Annual Convention of the Association for Behavior Analysis: International Organization (5th, Dearborn, Michigan, June 16-19, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Bias, *Children, *Cross Cultural Training, *Cultural Awareness, Intervention, Peer Acceptance, *Peer Relationship, *Racial Factors, Sociocultural Patterns

Two issues which are addressed in children's cross-race relationships are assessment and intervention. Results from two different types of sociometric studies are reviewed: those using measures of cross-race best-friendship'' and those using measures of acceptance.' Comparisons suggest that using a criterion of best-friendship rather than acceptance provides an overly negative picture of children's racial attitudes. Data are presented from a recent longitudinal study of cross-race acceptance. The 38 black and 116 white children who participated had experienced desegregated education since kindergarten. They were tested when they were in third grade and again when they were in sixth grade. Children were asked to indicate on a five-point scale how much they liked to play with each of their classmates. Both black and white children showed some preference for their own race in third grade. By sixth grade own-race preference increased, especially among black children. The degree of racial bias was small, however, and the results provide a more positive picture of cross-race relationships then that obtained in previous research. Programs designed to improve children's cross-race relationships are reviewed and suggestions are made for further research on the social-cognitive bases of children's cross-race liking. (Author)

Lamiell, James T.
Toward An Idiothetic Conception of Personality.
Pub Date-4 May 79
Note-17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior, Formative Evaluation, Growth Patterns, *Individual Development, *Models, *Personality Theories, *Psychological Patterns, Research Methodology, Self Actualization, Social Behavior, *State of the Art Reviews
Identifiers-*Idiothetic Psychology

Based on the premise that personality psychology is aimed ultimately at providing a scientific basis for understanding individuals, it is argued on several grounds that the assessment and study of individual differences is essentially useless to the discipline. The basis for an alternative approach, termed ''idiothetic,'' is described, in which personality description is achieved in a purely idiographic fashion, and in which nomothetic prinicples are sought with respect to questions of process, i.e., change, development, etc. Some major implications of this conception of personality are briefly considered. (Author)

ED 176 308 CS 205 153

Stensland, Anna Lee Fadum, Aune M.
Literature by and about the American Indian: An Annotated Bibliography. Second Edition.
National Council of Teachers of English, Urbana, Ill.
Pub Date-79
Note-389p.
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 29846, $6.00 member, $6.75 non-member)
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*American Indian Culture, *American Indians, *American Literature, Biographies, Elementary Secondary Education, English Instruction, Fiction, Mythology, *Reading Material Selection, Teaching Techniques

Both a discussion of teaching American Indian literature and an annotated bibliography of books by and about American Indians are included in this book. The section on teaching the literature of the American Indian discusses important themes in Indian literature, Indian stereotypes in literature, and Indian literature of the mid-seventies. Aids for the teacher include guides to curriculum planning, suggestions for a basic library of Indian literature, and a list of sources of additional materials. Capsule biographies of 54 of the more prolific or better known American Indian scholars and writers are presented. Topics in the annotated bibliography include myth, legend, oratory, and poetry; fiction; biography and autobiography; history; traditional life and culture; modern life and problems; and music, arts, and crafts. A directory of publishers, an author index, and a title index are included. (MKM)

Myers, Sandra L. Kaid, Linda Lee

The Impact of Formats on Public Reactions to Television News: Happy Talk Vs. Traditional Journalism.

Pub Date-Aug 79
Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Emotional Response, Journalism, *News Reporting, *Television Research, Television Viewing
Identifiers-*Audience Response

A study was undertaken to ascertain what difference if any there is in viewer reaction to television news shows done in a traditional way as contrasted with news done in a chatty ``happy talk'' manner. It was hypothesized that happy talk viewers should feel significantly more entertained, happier, less depressed, less concerned, less pessimistic, consider the problems covered in the newscast to be less serious, recall fewer items, and rate the newscaster significantly higher than traditional format viewers. The 116 university students who were subjects were randomly assigned to two groups, one to watch a traditional format news show, the other to watch a happy talk format, and were given a questionnaire following the viewing that included demographic information, a semantic differential scale for each newscaster, a scale to determine emotional response to the newscast and to several of the individual stories, a news fact quiz, and an informed citizen quiz. It was found that the happy talk viewers considered themselves to be happier than traditional format viewers and they showed significantly less favorable audience reaction for the male newscaster in the happy talk format. (TJ)

ED 176 394 EA 012 105

Model Lutheran Schools. Planning for Lutheran Elementary Schools. E13.

Lutheran Church, Missouri Synod, St. Louis, Mo.

Pub Date-78

Note-35p.; For related documents, see EA 012 093-104

Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.25; $12.50 per set of 13)

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Facilities, Elementary Schools, Instructional Staff, Nonprofessional Personnel, *Parochial Schools, Professional Personnel, School Funds, School Planning, School Registration, School Role

Identifiers-*Lutheran Elementary Schools

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume highlights eight established Lutheran schools located in Illinois, South Carolina, Nebraska, New York, Arizona, California, Michigan, and Indiana. The descriptions are the results of extensive survey questionnaires. The schools are of different ages and sizes and are sponsored by individual congregations, associations, or several synods. Some of the most important aspects of each school described are history and purpose, facilities, funding and finances, enrollment, staffing, and distinctive features. The surrounding community, transportation, administrative organization, and other factors are also discussed. (JM)

ED 176 416 EA 012 145

State Plan for Fiscal Year 1980. School Food Service.
Kansas State Dept. of Education, Topeka.
Pub Date-79
Note-89p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Breakfast Programs, *Financial Support, *Food Service, Lunch Programs, Needs Assessment, *Objectives, *Program Descriptions, *Program Evaluation
Identifiers-*Kansas

This plan for school food service in Kansas is intended to serve as a guide for the development and success of efficient nutritional programs at the local level. The topics covered include statistical facts of organization and funding of school food services; objectives for fiscal year 1980; descriptions of the various food service programs; evaluation of programs, including actual forms to fill out; needs assessment of Kansas students and staff by district; and evaluation of objectives set by the state in 1978 for six school food service programs. (Author/LD)

ED 176 516 EC 120 686

Rincover, Arnold

The Nature and Importance of Stimulus Control Deficits in Autistic Children.

Spons Agency-North Carolina Univ., Greensboro.

Pub Date-Jun 79

Note-13p.; Paper presented in symposium on "Current Research with Autistic Children" at Association for Behavior Analysis (Dearborn, Michigan, June, 1979)

Pub Type- Reports - Research (143) -- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention, *Autism, Exceptional Child Research, *Stimulus Behavior

To assess whether over selectivity is a generalized problem in a given autistic child, eight over selective children were identified and then tested to determine whether they would respond over selectively across a wide variety of tasks. Data suggested that autistic children sometimes respond to multiple features and sometimes they respond over selectively. Preliminary studies also suggested that the relative location of cues strongly influences stimulus control. It was suggested that a training program for autistic children should include a set of target behaviors designed to promote responding to stimuli separated in space. Drawings of stimulus materials and graphs showing response data are included. (SBH)

ED 176 557 FL 010 595

Burnett, Robert W.

National Estimates of Bilingual Education Teachers.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center

Pub Date-Apr 79

Note-9p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, *Bilingual Teachers, Eligibility, *English (Second Language), Language Teachers, Manpower Needs, *Needs Assessment, Non English Speaking, Student Teacher Ratio, Teacher Qualifications, *Teacher Shortage, *Teacher Supply and Demand

Identifiers-*Bilingual Programs

A program of research to determine the need for teachers to carry out programs of bilingual education is outlined. The first component of the program deals with the need for bilingual personnel and addresses such policy issues as eligibility for bilingual education, regional concentration of eligibles, participation of non-eligibles, and teacher-pupil ratios. The second component is concerned with the supply of qualified bilingual education teachers, and covers teacher qualification criteria and participation of potential teachers in the labor force. It is estimated that by the end of 1979 data will be available on the need for teachers which will indicate a critical shortage of available teachers. Steps in a procedure of bilingual policy decision-making are presented schematically. (JB)

ED 176 016 CE 019 857

Pre-Driver Licensing Course. Instructor Guidance Materials. Driver Education Curriculum for Secondary Schools. Final Revision.

Human Resources Research Organization, Alexandria, Va.

Spons Agency-National Highway Traffic Safety Administration (DOT), Washington, D. C.

Note-124p.; Not available in paper copy due to light print; For a related document see CE 019 858

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Driver Education, Motor Vehicles, *Resource Materials, Secondary Education, *Teaching Methods, *Traffic Safety

This instructor's guide accompanies a secondary education driver education curriculum (CE 019 858). It contains instructions for the following three units included in the curriculum guide: (1) introduction to the course; (2) basic control tasks; and (3) procedures involved in normal driving. First, the general instructional approach is discussed for each unit. Then performance and mediator objectives and needed instructional materials are presented. Also, the suggested time and methodology for each task is charted. (BM)

ED 176 055 CE 022 072

Boulmetis, John

Rhode Island Adult Basic Education. National Comparison Study.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency-Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.

Pub Date-Feb 79

Note-65p.; Not available in paper copy due to broken type

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Basic Education, Adult Students, *Comparative Analysis, *National Surveys, *Professional Personnel, *Program Administration, State Programs, *Student Characteristics

Identifiers-*Rhode Island

A study was conducted to compare the Rhode Island Adult Basic Education (ABE) program with the ABE programs of other states and U.S. possessions. (The purpose of this study was to collect data on specific program variables which were not addressed by the National Advisory Council on Adult Education's 1978 Summary Report.) The data, pertaining only to programs which were ABE and funded solely under the Adult Education Act, were collected from the person(s) at the state department of education level responsible for the administration of ABE. The survey instrument examined three areas: population served, ABE staff at both the state and local levels, and operation of ABE programs at both the state and local levels. Findings indicated that Rhode Island programs differ from other ABE programs in thirteen of the twenty-nine areas measured in the study. Rhode Island deviations include the following: a high percentage of students who are veterans, fewer full time staff, fewer hours required for staff, higher ABE teacher wage, fewer responsibilities for the state ABE director, and no ABE funding linkages with other agencies. (JH)

ED 176 074 CE 022 470

Byus, Robert F.

Competencies Common to All Occupations. Teacher's Guide.

Ohio County Board of Education, Wheeling, W. Va.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-Jul 79

Grant-BVTAE-76-WV-78-C-10

Note-53p.; For a related document see CE 022 469

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Basic Skills, Career Awareness, Competence, Economics, Interpersonal Competence, *Job Skills, *Performance Based Education, *Reference Materials, Skill Development, *Vocational Education

Identifiers-West Virginia

Designed for use with the West Virginia competency-based education curriculum entitled Competencies Common to All Occupations'' (CE 122 269), this teacher's guide contains (1) a table of contents for student competency sheets, (2) a table of contents for competencies with reference materials, (3) evaluations for each competency, (4) a listing of equipment/aides needed, and (5) a listing of references. The eighty competencies included in the curriculum are designed to be integrated into existing vocational curriculums. (The competencies were validated by educators and business/industry representatives and field tested in seven cooperative programs in West Virginia.) (LRA)

Reading, Comprehension, and Memory Processes: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-16p
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Reading, Connected Discourse, Context Clues, Doctoral Theses, Elementary Secondary Education, Higher Education, *Memory, Perception, *Prose, *Reading Ability, *Reading Comprehension, *Reading Processes, *Reading Research, Recall (Psychological), Syntax, Word Recognition

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: children's development of syntactic aspects of reading comprehension, the relative contributions of the individual and the text in the comprehension and retention of connected discourse, the relationship between semantic memory retrieval abilities and prose memory outcomes, the perception of shape and letter cues in reading, factors related to the amount of subvocalization exhibited during reading, a mathematical model of word recognition strategies, the effect of prose organization upon recall organization, the resolution of anaphora in written discourse, the relative efficiency of silent and oral reading performance, the effects of oral and written language patterns on comprehension among beginning readers, the context bound effects of picture-text amalgams, the influence of reading ability and mode of presented information on the perception of events, the structure of semantic memory for text, the influence of world knowledge and metacomprehension ability on children's comprehension of short narrative passages, and children's sensitivity to the relative importance of parts of prose. (GT)

ED 176 373 EA 012 077

Hartman, William T.

Estimating the Costs of Educating Handicapped Children: A Resource-Cost Model Approach Summary Report.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.-CERAS-79-B15
Pub Date-Jun 79
Grant-G00780013
Note-33p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cost Effectiveness, Elementary Secondary Education, *Estimated Costs, *Handicapped Students, Models, *Program Costs, *Special Education, *Statistical Data
Identifiers-*Resource Cost Model

The purpose of this study was to develop an appropriate methodology and use it to estimate the costs of providing appropriate special education programs and services for all school-aged handicapped children in the U.S. in 1980-81. A resource-cost model approach was selected, based on a mathematical formulation of the relationships among students, programs, resources, and decision rules involved in the special education process. Data from 26 states concerning current and expected programming practices and characteristics of the handicapped population formed the data base to operate the resource-cost model. Results showed the most likely estimate of special education costs for all school-aged handicapped children in 1980-81 to be $7.926 billion. Extremes of the high ($20 billion) and low ($4 billion) estimates indicated the critical importance of program decisions. The paper concludes with a discussion of policy implications and uses of both the resource-cost methodology and the cost estimates, together with future research questions suggested by the study. (Author/LD)

ED 176 438 EC 120 276

Smith, Carl R.

Trends in Programming for Emotionally Disabled and Chronically Disruptive Pupils.

Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-Apr 78
Note-9p.
Journal Cit-Iowa Perspective; p1-8 Apr 1978
Pub Type- Information Analyses (070) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Delivery Systems, Educational Legislation, *Educational Trends, Elementary Secondary Education, *Emotionally Disturbed, Identification, Individualized Programs, Mainstreaming, Observation, *Special Programs, Trend Analysis

The paper focuses on trends in the areas of emotional disabilities (ED) related to identification, programming considerations, and general delivery issues. An increase in the number of children identified as ED has affected the need for more programs and personnel for this group and on public awareness of the disability. Other trends are the use of observation as a means of identification and the use of educational rather than medical or psychiatric terminology. Six programming considerations are discussed including the mandated Individualized Educational Program (IEP), an increasing awareness of the importance of education in the lives of children, the mandated need for accountability, a growing uniformity in program evaluation, mainstreaming, and more intensive and extensive training of teachers. General delivery issues are explored in the following areas: parental and home involvement, the need to advocate for a continuum of program options, the severity of children handled in school settings, and changes in institutional programs. (Author/PHR)

ED 176 537 FL 008 841

English for Young Beginners. Information Guide 1.

British Council, London (England). English-Teaching Information Centre.

Pub Date-Apr 76

Note-45p

Available from-English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (1 British pound)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Childrens Books, Childrens Literature, Elementary Education, *English (Second Language), Films, Immigrants, *Instructional Aids, *Instructional Materials, *Language Instruction, Language Programs, Reading Materials, Reference Books, *Second Language Learning, Visual Aids, Vocal Music

This annotated bibliography for teaching English as a second language (ESL) to children covers the following types of materials: (1) reference books for the teacher in the areas of foreign language teaching, ESL teaching, and teaching English to immigrants; (2) courses in ESL; (3) reading materials (graded readers, magazines, literary works, activity books, and reference books); (4) songs and rhymes; (5) visual aids; (6) native English-language materials for use in foreign/second language learning; and (7) films for the teacher. Publishers' addresses are provided. (JB)

Arthur, Patricia, Ed.

Resources in Vocational Education, 1978. Annual Index, 1978.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-78
Contract-300-78-0032
Note-163p.; Not available in paper copy due to small print
Journal Cit-Resources in Vocational Education; v11 1978
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bibliographic Citations, Career Education, *Citation Indexes, Instructional Materials, Research Projects, *Technical Education, *Vocational Education

This volume cumulates the indexes that appear in the six bimonthly issues of ``Resources in Vocational Education,'' volume 11, numbers 1 through 6, during 1978. This cumulation is intended to be a companion volume to the individual issues of ``Resources in Vocational Education,'' which contain the complete resumes of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. Three indexes are provided: subject, author, and institution. Each entry lists the title of the document and the ED (ERIC Document) number of the complete resume as it appears in the individual issues of ``Resources in Vocational Education.'' Instructions for ordering individual documents are included at the back of this volume. (Editor/LRA)

ED 176 222 CS 004 985

Wilkinson, Louise Cherry And Others

A Sociolinguistic Approach to Communication in Small Instructional Groups. Technical Report No. 505.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Grant-OB-NIE-G-78-0217
Note-89p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Child Language, *Classroom Communication, *Communication (Thought Transfer), Communication Skills, Grade 1, *Interaction Process Analysis, Language Patterns, *Language Research, Primary Education, Small Group Instruction, *Sociolinguistics

A pilot study was conducted as part of a larger sociological investigation of small group interaction. Specifically, the study dealt with communication in three first-grade advanced reading groups, each composed of 15 children, and focused on two types of requests: those for action and those for information. Student interactions were audio- and videotaped during a reading activity. Requests for information and action were identified and further analyzed according to linguistic form. Data analysis revealed that children differed in the variety and complexity of their requests to other children and that no strong same-sex preference for choice of listener emerged. (FL)

ED 176 264 CS 205 041

Smith, Douglas Bradley
Theory in the Classroom: Teaching Heuristics as Cognitive Goals.
Pub Date-May 79
Note-16p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Educational Theories, Higher Education, *Rhetoric, Secondary Education, *Teaching Methods
Identifiers-*Heuristics

A review of rhetorical techniques and behavioral and cognitive goals in the composition classroom leads to the conclusion that the center of rhetoric is invention. An analysis of heuristics in contemporary rhetoric demonstrates several benefits to the rhetor: first, a heuristic provides a structure on which to hand a vision of the range of solution historically or logically associated with the problem being addressed; second, it allows its user to select narrower categories of the vision it suggests; third, it allows the writer to attend selectively to the categories, assessing separately the relevance of the associations each category evokes to the anticipated unknown content; fourth, it allows the writer to segment the problem, selecting which aspect to pursue further, or which to pursue now and which later. A metaphor or analogy in an essay is a heuristic which functions as a generator; a heading or subheading in a technical report functions as a selector. Although heuristics lend themselves to being taught badly, teachers should present them as abbreviated conceptual frameworks rather than as sets of magical operations; as means, not ends; as cognitive, not behavioral. A heuristic as a set of procedures gives practice in the application of a well-founded scheme of perception to a particular rhetorical situation. (AEA)

ED 176 459 EC 120 495

Koscierzynski, Sandy, Ed. Karpen, Mary Lou, Ed.

Life Education for Mentally Impaired Persons: A Curriculum Guide.

Monroe County Intermediate School District, Mich.

Pub Date-77

Note-88p

Available from-Monroe County Intermediate School District, 1101 S. Raisinville Road, Monroe, Michigan 48161 ($6.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Emotional Development, *Interpersonal Competence, Marriage, *Mentally Handicapped, Personal Adjustment, Psychological Needs, Self Concept, *Sex Education, *Sexuality, Social Adjustment

The curriculum manual is designed to develop positive and healthy sexuality for mentally impaired individuals. Information on goals, objectives, special notes, suggested vocabulary, suggested activities, and resources is presented for units in primary education (realistic body image, toilet habits, sex differences, families, emotional self and needs, growth and living things, the life cycle); intermediate education (physical changes and personal hygiene, menstruation, masturbation, reproduction, adolescent emotional changes, respect and privacy, individual differences, social interactions); and advanced education (authority; responsibility; decision making; rights, laws, and community awareness; self image; relationships; friendships; group social behavior; dating; sexual relations; marriage; independent living; smoking, alcohol, and drugs; venereal disease). Appended are a bibliography and a resource list of books, records, kits, films and filmstrips for students as well as resources for parents and staff. (CL)

ED 176 497 EC 120 572

Peary, Marjorie Ellen
Implementation of the Least Restrictive Environment'' Requirements of P.L. 94-142.
Pub Date-Apr 79
Note-23p.; Best Available Copy
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Policy, Board of Education Policy, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, Individualized Programs, Mainstreaming, *Student Placement
Identifiers-Compliance, *Education for All Handicapped Children Act

The author reviews the background and application of the least restrictive environment requirement of P.L. 94-142, the Education for All Handicapped Children Act. Components of the least restrictive environment (LRE) principle are reviewed, and a distinction is made between LRE and mainstreaming. Implementation issues, including misinterpretations of the law, are discussed, and examples of districts complying with the least restrictive mandate are given. One model in particular, R. Laymon's Variables Affecting Curriculum model, is detailed in terms of school district compliance. It is explained that the key component concerns the establishment of a continuum of alternative placements. The mandated assurances for individualized education programs are considered in terms of learner profile and evaluation. Also dealt with are issues related to staff profiles and organization, physical plant, fiscal expenditure, and public consensus. (CL)

ED 175 997 CE 017 113

Sherrell, Eugene G.

Comparison of Reading Readiness of Vocational-Technical Student and the Success Attained in These Courses. Final Report.

Southwest Missouri State Univ., Springfield.
Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Pub Date-Jun 78
Note-150p.; Report prepared through the Department of Industrial Education
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*High School Students, *Instructional Materials, *Readability, Readability Formulas, *Reading Ability, Reading Difficulty, Reading Level, Reading Research, *Vocational Education
Identifiers-Dale Chall Readability Formula, Fry Readability Formula, *Missouri, Nelson Denny Reading Test

A Missouri study was conducted to investigate the reading abilities of the average vocational technical student to determine if this reading ability was commensurate with the material the student was assigned to read, and to compare the effectiveness of the reading ability to success in completing a vocational course of study. In order to secure the data from the area vocational schools of this study, the Nelson-Denny Reading Tests were given, textbooks used in the classes were measured for readability with the Dale-Chall and Fry formulas, the individual instructors were interviewed regarding methods of teaching poor readers, and final grades students made in the courses were obtained. Major conclusions include the following: (1) most students enrolled in vocational technical courses are unable to read to their level of grade attainment; (2) the textbooks students are assigned to read are written on a readability level of from one to seven grades above their reading ability; and (3) teachers are required by necessity to give most instruction on a one-to-one basis with numerous visual aids and demonstrations. Two of the recommendations made include the following: a reading class or reading type of assignment should be provided at every grade level of the school to improve students' reading skills, and publishers should provide more text material written on the reading level of the students that will be reading the books. (Author/JH)

[illegible] 176 017 CE 019 858

Safe Performance Curriculum Student Materials. Driver Education Curriculum for Secondary Schools. Final Revision.

Human Resources Research Organization, Alexandria, Va.

Spons Agency-National Highway Traffic Safety Administration (DOT), Washington, D. C.

Note-232p.; Not available in paper copy due to light print; For a related document see CE 019 857

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Driver Education, *Instructional Materials, *Learning Activities, Motor Vehicles, *Orientation Materials, Safety Education, Secondary Education, Traffic Regulations, *Traffic Safety, Traffic Signs

This driver education curriculum for secondary students contains three learning activity packages (LAPs). The first LAP provides an overview and orientation to the course. The second LAP covers the basic control procedures for driving a car. The third LAP covers several tasks involved in normal driving, including observing, communicating, controlling speed, and positioning. Finally, the fourth LAP covers procedures needed when driving a car under certain environmental factors. These factors inlcude limited traction, limited visibility, night driving, and car/driver stresses. Each LAP contains the following elements: introductory materials explaining each LAP's purpose and objectives; informational handouts; exercise sheets; and check point tests. (BM)

ED 176 113 CE 022 759

Youth: Seven Programs Dedicated to Reducing Unemployment among the Nation's Young People.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-79
Note-52p.; Photographs in this document will not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00376-9)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Employment Opportunities, Federal Programs, *Job Training, *Unemployment, Young Adults, *Youth, *Youth Employment, Youth Opportunities, Youth Problems, *Youth Programs
Identifiers-Comprehensive Employment and Training Act, *Youth Employment and Demonstration Projects Act

This book focuses on Youth Employment and Demonstration Projects Act (YEDPA) programs dedicated to reducing unemployment among youth. The first of seven sections reviews the Youth Incentive Entitlement Pilot Projects (YIEPP) that have been established in seventeen urban and rural target areas. Brief descriptions of the YIEPP Programs in Baltimore, Philadelphia, and Cincinnati are provided. Section 2 describes two Career Intern Programs which are among the demonstration projects under the Comprehensive Employment and Training Act (CETA) that seek new approaches to the problems of structured unemployment facing youth. The third section focuses on Job Corps programs that provide vocational training, preparation for return to school, or education to satisfy armed forces entrance requirements. Section 4 provides a brief description of the Young Adult Conservation Corps, which provides minimum wage jobs that give experience in a variety of skills centered around conservation. The Summer Youth Employment Program, which provides economically disadvantaged youth with nine weeks of summer work, is discussed in the fifth section. Section 6 expounds on preapprenticeship programs funded under the Youth Employment and Training Programs of YEDPA. The final section focuses on an in-school youth training demonstration project titled project YEELD (Youth Employment-Experience-Learning Demonstration). (LRA)

ED 176 287 CS 205 121

Weaver, David H. And Others

Newspapers and Television: A Review of Research on Uses and Effects

American Newspaper Publishers Association, Washington, D.C.

Pub Date-Apr 79
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Credibility, *News Media, Newspapers, *News Reporting, *Public Opinion, Surveys, *Television Research, Television Surveys, Television Viewing, *Use Studies
Identifiers-*Media Effects

This publication contains two reports of research on news media. The first is a review of more than 100 studies conducted between 1955 and 1977 that indicate that both television and newspapers are used in a generally complementary manner, although they do compete with each other for diversionary time. Among the conclusions noted in the report are that information loss seems to be greater from television than from newspapers, although there is a substantial loss of information from both newspaper and television news stories; and that newspaper use is more strongly associated with voting turnout and other political activity than is television use. The second report is based on annual tracking studies conducted from 1976 through 1978 and deals with the credibility of newspapers among the general public and government officials on a national and state basis. Among the findings reported are that while a strong majority of the public feels that the news they get from newspapers and television is ``biased,'' they tend to define ``bias'' as an emphasis on bad news; that compared to other major communicators in our society, newspapers and television news have relatively strong credibility; that among college students newspapers have unusually strong credibility, while TV news does not; and that among government officials, both newspapers and news magazines have slightly greater credibility than TV news. (AEA)

Bulletin 701. Accreditation Regulations Applicable to Kansas Schools and School Districts, Effective May 1, 1979.

Kansas State Dept. of Education, Topeka.
Pub Date-79
Note-36p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accreditation (Institutions), Elementary Secondary Education, School Districts, *State Legislation
Identifiers-*Kansas

The Kansas State Board of Education is required by law to define by regulation those matters relating to the administration, staffing, courses of study, and instruction in Kansas schools. The regulations for accreditation of schools that appear in this publication have been filed with the office of the Revisor of Statutes and have thus become law. They are the consolidation of three separate sets of accreditation regulations previously published as bulletins 101, 201, and 301. (Author/LD)

ED 176 036 CE 021 636

Bennett, Marilyn And Others

Occupational Home Economics for Students with Special Needs. Housekeeping and Food Service. Research Series No. 59.

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-May 79

Note-267p.; Some parts of this document will not reproduce well due to weak print

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Educational Objectives, Food Handling Facilities, *Food Service, Food Service Industry, *Foods Instruction, Grade 11, Grade 12, *Homemaking Skills, Hotels, *Learning Activities, Maids, *Occupational Home Economics, Performance Based Education, Safety, Secondary Schools, Service Education, Service Occupations, *Special Education, Work Simplification

Designed for grades 11 and 12 special need students, this curriculum guide attempts to provide the EMH student with basic knowledge of housekeeping and food service before being placed on a job. Following lists of suggestions to the teacher and unit objectives, units are included on the following topics for housekeeping: (1) housekeeping assistant; (2) equipment both manually and electrically operated; (3) cleaning supplies; (4) cleaning bedrooms, bathrooms, living and dining areas, and kitchens; (5) general cleaning such as waxing, furniture care, windows, dusting and washing walls and ceilings; (6) laundry; (7) safety; (8) work simplification; (9) motel-hotel housekeeping assistant, encompassing dress, supply cart, room check sheet, entering a room, and following a routine. The food service section also includes a list of unit objectives and the following units: the food service industry and positions, human relations, kitchen and measuring equipment, recipes, safety and sanitation, waiting on and setting tables, bussing, baker's helper, beverage and salad preparation, sandwich making, and dishwashing. Each unit contains explanatory text, suggested activities, and worksheets. Among the activities included are games, field trips, demonstrations by the students or the teacher of the tasks explained in the text, and audiovisual presentations. The appendixes contain samples of a training agreement, employee evaluation report forms, a teacher-coordinator evaluation form, and a list of references. (ELG)

ED 176 075 CE 022 525

Bashaw, W. L. Wood, Paul L.
Florida Experience-Based Career Education Program, 1977-1978. Third Party Evaluation, Interim Report.
Education Evaluation Services, Inc., Athens, Ga.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-1 Dec 78
Note-84p.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Experiential Learning, Management, Participant Satisfaction, Postsecondary Education, *Program Development, *Program Evaluation, *Program Guides, Secondary Education, Statewide Planning
Identifiers-*Experience Based Career Education, Florida

The major purpose of this project was to further develop, expand, diffuse, demonstrate, and evaluate an educational program which provides an experience-based career education (EBCE) component at the secondary level in three Florida school districts and one postsecondary site. These four components, acting as a consortium, were extensions of currently operating exemplary career education models. Each site was to determine unique strategies and activities which evolved over the last three to five years of operation of career education school based programs. State planning activities were conducted through a task force of representatives from the four systems. Limited funding was a problem at each location. A third-party evaluation was conducted based primarily on post-test and archival data. Some of their findings included the following: (1) EBCE was rated highly successful by the students, employers, and parents surveyed; (2) the present plan for one learning coordinator to run all aspects of EBCE in a school does not appear sound; (3) several difficult management problems occurred during the first year; (4) the original set of objectives was overly optimistic in regard to resources and time schedules, and many objectives did not correspond to project activities; and (6) the task force completed a draft Procedures Manual as the major outcome of the year. Some recommended changes to make the manual more useful to local staff and students were suggested by the third-party evaluators. (BM)

ED 176 156 CG 013 757

Richards, Diane S.
Secondary Students' Views on Occupational Sex Stereotyping.
New Educational Directions, Crawfordsville, Ind.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-Jan 79
Contract-SBVTE-13-76-C-13
Note-21p.; For related documents see CG 013 774 and ED 145 135
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Choice, Counselor Role, *Equal Education, *Equal Opportunities (Jobs), *Nondiscriminatory Education, Secondary Education, Secondary School Students, Secondary School Teachers, *Sex Stereotypes, *Vocational Counseling

A study of Indiana high school students sought to identify the extent of nontraditional occupational selection, awareness by the students of sex stereotyping influences, and their strategies for the promotion of educational equity. Results indicated that almost all students (80%) planned to enter occupations traditional for their sex. More females than males select nontraditional roles, with most choices also requiring, as a minimum, a four-year college degree, and they attributed class experience as the major motivating factor. Students named course experience, interests, role models, peers and relatives, economics, and work experience as the factors influencing their career choice. While students offered suggestions for counteracting sex stereotyping, their awareness was not reflected in their own choices. Recommendations resulting from the study proposed unbiased occupational information, recruitment and encouragement, with inservice staff training to facilitate better awareness and techniques, plus classroom changes permitting nontraditional work experience, sex equitable course titles and materials. (Author/LS)

ED 176 201 CG 013 827

Walls, Richard T. And Others

How Good Are Trainers' Personal Methods Compared to Two Structured Training Strategies?

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-78

Note-32p.; Paper presented at the Annual Convention of the Association for Behavior Analysis: International Organization (5th, Dearborn, Michigan, June 16-19, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Change, Error Patterns, *Methods, Rehabilitation Programs, *Response Mode, Retardation, Special Education, *Task Analysis, *Teacher Behavior, Teaching Models, *Teaching Techniques, *Trainers

Training methods naturally employed by trainers were analyzed and compared to systematic structured training procedures. Trainers were observed teaching retarded subjects how to assemble a bicycle brake, roller skate, carburetor, and lawn mower engine. Trainers first taught using their own (personal) method, which was recorded in terms of types of prompts given, timing of prompts (before or after responses), and type of task sequencing (whole task or chaining methods). Trainers were then required to teach by using either a Structured Whole Method (whole task presentation with prompts given for error correction) or Backward Chaining (last parts taught first using prompts to cue subject responding). Three trainers' personal methods consisted of whole task presentation, one trainer used forward chaining, and two trainers used a combination of whole and chaining. The most effective procedure was the Backward Chaining Method, followed by the forward chaining procedure used spontaneously by one trainer, and the combination of whole and chaining methods. The least effective procedure was the Structured Whole Method. Results indicated that the effectiveness of training procedures was due to both the timing of prompts and type of task sequencing. (Author)

ED 176 309 CS 205 162

Gere, Anne Ruggles Smith, Eugene

Attitudes, Language, and Change.

National Council of Teachers of English, Urbana, Ill.
Pub Date-79
Note-105p.
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 02174, $4.25 member, $4.75 non-member)
Pub Type- Opinion Papers (120) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Change Strategies, *Changing Attitudes, Community Attitudes, Dialects, Educational Change, Elementary Secondary Education, English Instruction, Grammar, Higher Education, *Language Attitudes, *Language Usage, *Language Variation, Sociolinguistics, *Standard Spoken Usage, *Teacher Attitudes

This monograph explores the conflicts in attitudes toward language that occur and in which English teachers may be asked to uphold forms and conventions of traditional grammar standards while they have linguistic training and knowledge that support a more flexible language usage. Chapters deal with conflicts in attitudes toward language, language attitudes and the change process, changing language attitudes within the profession, and changing language attitudes in the community. An appendix includes questionnaires and rating scales concerning language usage and attitudes. A selected bibliography contains sections on dialectical differences, linguistics for the layperson, dialect teaching material, attitudes toward usage, and the change process. (MKM)

ED 176 331 CS 205 196

Malloy, Ione M.

Curriculum Guide: Irish Literature and Related Arts, Grades 11 and 12.

Boston Public Schools, Mass.

Pub Date-May 77

Note-275p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Art, Audiovisual Aids, Biographies, *Cultural Awareness, Cultural Background, Drama, Films, Foreign Countries, *History, *Learning Activities, Literary Analysis, *Literature Appreciation, Music, Novels, Poetry, Secondary Education, *Short Courses, Short Stories

Identifiers-*Ireland, *Irish Literature

Developed to meet the needs and interests of eleventh and twelfth grade inner city students who demand that literature be relevant to life, this curriculum guide provides material for a minicourse in Irish literature that aims at a comprehensive exposure to Irish culture through Irish literature, historical accounts, music, and art. It contains detailed guides for helping students to learn about the following: three plays; the novel ``The Informer'' by Liam O'Flaherty; a film version of ``The Informer''; Brendan Behan's autobiographical story, ``Borstal Boy''; four short stories; seven films; the development of Irish family trees; the Irish newspaper; limericks; two poems; art; and music. Supplementary materials include suggestions for teaching approaches for the minicourse, a first-day handout to stimulate students' interest in Ireland, suggestions for a ``slide tour'' of Ireland, biographical information about Brendan Behan and about 15 Irish patriots honored by the Irish government with commemorative postage stamps, an account of the early Irish-American connection, a crossword puzzle related to Ireland, and a selected bibliography of print publications and phonograph records about Ireland. Appendixes provide information about the Irish uprising from 1916 to 1922 and words to a phonograph record of songs about the uprising; an outline of Irish history; an educational bulletin about Northern Ireland; and review questions for filmstrips about Ireland. (GT)

ED 176 353 CS 502 624

Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-14p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Assertiveness, *Behavioral Science Research, *Communication Skills, Doctoral Theses, *Family Relationship, *Group Relations, *Interpersonal Relationship, *Nonverbal Communication, Research, Social Relations
Identifiers-*Communication Research

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: group communication; effects of communication skills training on marital interaction; relationship among assertiveness, manifest anxiety, and self-esteem; dyadic interaction and an interpersonal coping skills program; self-actualization and the acquisition of communication and discrimination skills; parenting communication styles; speech adjustments made by native speakers of English in conversation with nonnative speakers; structural development of interpersonal solidarity; an instrument/function classification system for the analysis of interpersonal communication; the process of social interaction; creating a ministry to parents needing better communication skills; the communication of affect via facial expression; perceptions of assertiveness; the effects of sex of partner, role model, and androgyny on female competitiveness; the influence of speaker and listener sex in dyadic communication; intercultural communication patterns; communication skill training for married couples; and the relationship of counselors' sex, race, and level of functioning to accurate empathic responses of Black English expressions. (TJ)

ED 176 395 EA 012 106

Kramer, William A.

Lutheran Schools 15 Crucial Years. History of the Schools of the Lutheran Church Missouri Synod from 1959 to 1973.

Lutheran Church, Missouri Synod, St. Louis, Mo.
Pub Date-75
Note-177p.; For a related document, see ED 163 562
Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($4.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Educational Administration, Educational Change, *Educational History, Educational Quality, Elementary Secondary Education, Enrollment Trends, Instructional Materials, Interschool Communication, *Parochial Schools, Teacher Education
Identifiers-Educational Futures, *Lutheran Schools, *Missouri Synod

The years 1959 through 1973, bringing changes and challenges to Lutheran schools in the Missouri Synod, are chronicled in this document. The first chapter touches on changes in such areas as educational environment, teacher education, theological emphasis, and teaching methods that have affected Lutheran schools. The second chapter details Lutheran school development, notably enrollment trends in elementary and secondary schools. Chapter 3 shows the relationships among congregations, districts, and the synod in the administration of schools and Christian education. Chapter 4 concentrates on local organization and administration the board of education, the pastor, the principal, the director of Christian education, financing, and other administrative concerns. The purpose of chapter 5 is to show Lutheran schools' emphasis on quality, the ways quality has been pursued, and the major studies of Lutheran school quality. Chapter 6 focuses on Lutheran teacher education, including Lutheran teachers' colleges, methods of teacher placement, and biographical sketches of 14 administrators of Lutheran teachers' colleges. Chapter 7 deals with the printed resources the synod provides to schools. In chapter 8 relationships among Lutheran schools and other church-related, private, and public schools are explored. Chapter 9 summarizes what students of private schools and of Lutheran schools in particular predict about the future of such schools. (Author/JM)

SER-LARS, Volume 12. Instructional Methods III. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Contract-OEC-0-74-7892; OEC-2-70-0051
Note-413p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-525
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Adapted Physical Education, Arithmetic, Daily Living Skills, Fine Arts, *Handicapped Children, Handwriting, Hygiene, *Individualized Programs, Language Arts, Mathematics, Music, Perceptual Motor Learning, Phonics, Prevocational Education, Reading, Reading Comprehension, Recreational Activities, Sciences, Self Care Skills, Sensory Experience, Sensory Training, Social Relations, Social Studies, Speech Instruction, Spelling, Structural Analysis, Study Skills, *Teaching Methods, Vocabulary, Vocational Education
Identifiers-*SER LARS (Information System)

The book briefly describes several hundred instructional methods from the Special Education Resources Location Analysis and Retrieval System (SER-LARS), which are intended for use in developing and carrying out individualized programs for handicapped children. Each teaching method includes an accession number; title; author; source; teacher tasks; and instructional materials, media, or hardware necessary to use the method. The index (found in Volume 1) is divided into general subject areas, under which are listed specific skills pertaining to that subject area. Listed under each skill are the accession numbers of the specific teaching methods that are relevant. General subject areas include auditory, visual, gustatory, olfactory, tactile, higher level cognitive functions, affective, reading, phonics, comprehension, structural analysis, vocabulary, literature, English grammar and composition, handwriting, spelling, speech and language development, study skills, numeration, addition, subtraction, multiplication, division, fractions, decimals, percent, geometry, money, time, measurement, social studies, science, gross motor, fine motor, adaptive physical education, recreation and playground activities, toileting, feeding and eating, drinking, grooming, hygiene, clothing care, safety, dressing, provocational, vocational, daily living skills, fine arts, music, self-knowledge, and social interaction. (DLS)

ED 176 538 FL 008 842

English for Academic Study, With Special Reference to Science and Technology: Problems and Perspectives. An ETIC Occasional Paper.

British Council, London (England). English-Teaching Information Centre.
Pub Date-Apr 75
Note-79p
Available from-English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (1 British pound)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Applied Linguistics, Educational Development, Educational Practice, Educational Theories, *English (Second Language), *English for Special Purposes, *Language Instruction, Program Development, *Sciences, Second Language Learning, *Study Skills, Teacher Education, *Technology
Identifiers-*English for Academic Purposes

The four articles in this volume address themselves to issues in the teaching of English for science and technology (EST). H.G. Widdowson, in ``EST in Theory and Practice,'' argues that teaching that is not informed by a functional approach to language can oversimplify pedagogical problems. ``Designing English for Science and Technology (EST) Programmes,'' by Keith Jones and Peter Roe, places the problems in designing EST programs within the context of broad educational development consideration. J.R. Ewer, in ``Teaching English for Science and Technology: The Specialised Training of Teachers and Programme Organisers,'' urges the recognition of teacher education in EST as the key priority in the short and medium term. Finally, ``Developing Study Skills in English,'' by Christopher N. Candlin, J. Michael Kirkwood, and Helen M. Moore, examines the historical and theoretical background relevant to the problems of developing study skills in English. (JB)

ED 176 558 FL 010 598

Chen, Margaret

The L1 Acquisition of English Negative Wh-Questions: A Case Study.

Pub Date-79

Note-55p.; M.A. Thesis, Hunter College

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Case Studies, *Child Language, *Cognitive Development, Cognitive Processes, *English, Error Analysis (Language), Language Development, Language Instruction, *Language Patterns, Language Processing, Literature Reviews, *Negative Forms (Language), Preschool Children, Psycholinguistics, Second Language Learning, Sentences, Syntax, Verbal Development

Identifiers-*Interrogatives

This paper investigates the development of negative Wh-questions in a four year old subject acquiring English as her L1. Spontaneous and elicited speech samples were collected over a period of 6 months. During the course of the study, the subject began to invert subject and auxiliary, and by the end of the study she was inverting correctly in 38% of obligatory contexts. Possible relations between L1 and L2 acquisition processes and developmental sequences are discussed, and the most recent trends in L2 acquisition research are summarized. (Author/AMH)

ED 176 133 CG 013 723

Roffe, Michael Fraser, Kathleen

Application of a Psychosocial Model of Alienation: Sex Differences in Locus of Control, Fear of Success and Affective Hostility With a Professional Career Sample.

Pub Date- 78

Note-32p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Behavior, Coping, *Fear of Success, Hostility, *Lawyers, *Locus of Control, Predictor Variables, Professional Personnel, Psychological Patterns, Self Actualization, *Sex Differences, Social Adjustment, Social Attitudes

Identifiers-*Alienation

An empirical test of a contemporary model of psychosocial stress was conducted to evaluate expected differences in cognitive and affective functioning for males and females in a professional career sample. Perceived powerlessness and affective hostility were viewed as constituting a cluster of adaptive responses to personal/social conditions linked to a distinct pattern of psychosocial alienation. Fifty-four subjects, 27 male and 27 female attorneys, were given a series of psychological measures designed to assess perceived powerlessness, covert versus overt expression of hostility and fear of success. Path analytic procedures provided empirical support for the predictive utility of the model. Further, findings emphasize the need to consider the specific characteristics of diverse occupational samples which may yield differing relationships as well as differential styles of perceptual and behavioral adaption to their unique settings. (Author)

ED 176 179 CG 013 780

Goehring, Dwight J. Thomas, James A.

U.S. Army Female Soldiers' Career and Racial Attitudes and Perceptions.

Littlejohn (Roy) Associates, Inc., Washington, D.C.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Pub Date-Jun 78

Note-68p.; Best copy available

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Blacks, *Females, *Integration Effects, *Military Personnel, Needs Assessment, Occupational Aspiration, *Promotion (Occupational), *Race Relations, Racial Attitudes, Values

Racial perceptions and attitudes as well as career orientations of 158 black and 187 white females from 27 U.S. Army installations were measured by questionnaire. Demographic characteristics between female groups, and with a larger sample of males, are compared. Specific areas of satisfaction with military life and general career orientation are reported. Perceptions of various aspects of the racial milieu of the Army are examined, with sharp distinctions in a number of areas found to exist between female groups. (Data were collected during a 1973 project, but many findings are currently applicable.) (Author/PC)

ED 176 439 EC 120 278

Smith, Carl R. And Others

Reintegration of Emotionally Disabled Pupils. Iowa Study: Preliminary Report.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Pub Date-Jan 79

Note-50p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, *Emotionally Disturbed, Exceptional Child Research, *Mainstreaming, *Special Education Teachers, *Special Programs, *Student Placement, Teacher Characteristics

Identifiers-Iowa

To determine how many emotionally disturbed (ED) Iowa students were reintegrated into regular classrooms, by what criteria, and by whom, a study of ED teachers from 76 public school programs serving this population was undertaken. Results of the questionnaire showed that 85.5% of respondents worked in school districts with over 3,000 students, 76.4% had been teaching 3 years or less, 67.1% worked in self-contained (or self-contained, severe) classrooms, and the majority of students were in elementary school. Other findings revealed that 84.2% of the respondents indicated that no students had been referred to a less restrictive ED programing during the 1977-78 school year, and that the likelihood of a particular pupil being integrated decreases in relation to the length of time the pupil has been in the ED program. It was shown that readiness of a student to return to a regular classroom rests with the perceptions of the individual ED teacher regarding the student's progress and that 65.5% of the respondents felt that integration procedures were not clearly defined. In selecting the regular classroom or teacher to be involved in the integration process most repondents indicated that humane, attitudinal, and personality factors were more highly valued than knowledge of educational techniques or educational philosophies. The teacher questionnaire is appended. (Author/PHR)

ED 176 517 EC 120 687

Tolliver, James Howard

Impact of an Educational Crisis Center on Some Elementary School Children in a Residential Treatment Program.

Pub Date-Jun 79

Note-8p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Change, *Crisis Therapy, Elementary Education, *Emotionally Disturbed, Exceptional Child Research, *Learning Disabilities, *Peer Influence, Program Effectiveness, Timeout

The study was designed to determine the effectiveness of an educational crisis center (in which students stayed from a few minutes to days and weeks to recover from emotional outbursts and academic pressures) for residential school children (5-10 years old) who had learning problems with an overlay of moderate to severe emotional handicapping conditions. Trips to the crisis center and to the lavatory were recorded for two classes with 12 students, one class with a boy who was peer group leader and more openly aggressive toward adults and fellow students. After the aggressive student was removed from the class, trips to the lavatory and crisis center decreased. Findings showed that children with emotional and learning problems often requested to visit the crisis center when they perceived themselves losing control of their emotions and that they improved in expressing appropriate behavior in the crisis center environment. (SBH)

McDonald, Malcolm G.
Linkages between Organizations.
Pub Date-22 Mar 79
Note-24p.; Speech given at the Northwest Adult Education Association Conference (Missoula, Montana, March 22, 1979) ; Best copy available
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *Adult Education Programs, Articulation (Program), *College Cooperation, Consortia, Educational Coordination, Evening Programs, Higher Education, Intercommunication, *Organizational Communication, Regional Cooperation, *Special Degree Programs
Identifiers-*Spokane Higher Education Regional Enrichment, Washington (Spokane)

An adult evening education program called SPHERE (Spokane Higher Education Regional Enrichment), which is a consortium of seven private and public institutions of higher learning, illustrates much on the subject of external communication linkage as it applies to schools. External and internal communications problems between member schools are faced daily by the individual directors of continuing education and the director of the independent coordinating agency. SPHERE objectives are (1) to develop and test four selected evening and weekend BA/BS degree programs, (2) to develop and implement an inter-institutional administrative system suited to the degree programs selected, (3) to gather information more clearly defining future academic interests of out-of-school adults and employers, and (4) to clarify inter-institutional criteria for academic quality. The director's responsibilities include coordinating and communicating between schools on course offerings, class scheduling, course tranfer equivalency, etc.; publicizing the program; recruiting and counseling students; conducting surveys to develop new course offerings; monitoring progress of students; and developing future grant proposals. Four types of horizontal communication function on a daily basis: task coordination, problem solving, information sharing, and conflict resolution. Success of the effort is attributed to such communication activities as keeping up with school contacts, keeping accurate and open flow of information operating between schools, dispelling rumors, providing feedback, explaining the mutuality of program benefits, and clarifying and refining purpose and service for all involved. (JT)

ED 176 223 CS 004 987

Robertson, Ina H.

An Investigation of the Effects of Reading Literature on the Racial Attitudes of Elementary School Children.

Pub Date-79
Note-87p.; M.A.Ed. Thesis, University of Illinois at Urbana-Champaign
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Black Studies, Changing Attitudes, Childhood Attitudes, *Cultural Awareness, *Educational Research, Elementary Education, *Foreign Countries, Instructional Materials, *Literature Programs, *Racial Attitudes, Reading Materials, *Social Studies, *Student Attitudes, Student Reaction

A study was designed to measure changes in attitudes of 407 elementary school pupils through the use of a variety of instructional materials in the social studies. This research hypothesized that by exposing the pupils to a social studies curriculum enriched with reading materials and special activities that portrayed specific foreign countries or cultures in a favorable manner, the pupils' attitudes toward those countries or cultures would become more positive. The groups and countries studied included Puerto Rico, Norway, North American Indians, Hawaiians, Thailand, Central America, Mexico, Canada, South America, and West Indies. A black studies program was provided for all grades. Special programs, workshops and exhibits for the pupils, parents, and teachers were held during the study. Pretests and posttests using a modification of the Bogardus Social Distance Scale were administered to all pupils to determine changes in attitudes that could be attributed to the program. Test results indicated there were positive attitudinal changes in the pupils toward all countries and cultures considered during the program and there were statistically significant positive changes in racial attitudes toward a majority of the countries and cultures studied. (MKM)

Thurston, Eric L., Ed. Hafner, Lawrence E., Ed.

New Concepts in College-Adult Reading; Yearbook of the Annual Meeting of the National Reading Conference (13th, New Orleans, Louisiana, December 5-7, 1963).

National Reading Conference, Inc.

Pub Date-64

Note-189p.

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Adult Reading Programs, College Students, Higher Education, *Program Content, Program Evaluation, *Reading Improvement, *Reading Instruction, Reading Interests, Reading Processes, *Reading Programs, *Reading Research, Student Attitudes, Student Needs, Teacher Education

Identifiers-*National Reading Conference

Focusing on new concepts in college reading, the papers in this volume were drawn from the thirteenth annual meeting of the National Reading Conference held in 1963. The 20 papers are grouped into three sections, the first of which contains descriptions and evaluations of reading programs, a study of methods of training teachers for the college-adult reading program, and discussions of the philosophical and psychological perspectives in reading. The second section contains presentations that deal with specific aspects of the reading process. Research findings are presented in the fields of vocabulary development, evaluative phonics, creativity, flexibility, interest, attitudes, cloze techniques, micromovements, and psychological needs of students. The third section consists of a critique of current research, and a comprehensive summary of research in college and adult reading for the preceding year. An appendix contains a copy of the by-laws of the National Reading Conference. (FL)

ED 176 265 CS 205 055

De Mott, John

Newspaper Ethics and Managing Editors: The Evolution of APME's Code.

Pub Date-Aug 79

Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Codes of Ethics, *Ethics, *Journalism, *Newspapers, Standards

Identifiers-*Associated Press Managing Editors

A review of the 42-year development of the professional code of ethics of the Associated Press Managing Editors (APME) demonstrates an effort to elevate newspaper ethical standards around the country. Following the example of the American Society of Newspaper Editors in establishing its ``Canons of Journalism'' in 1923, the APME formed a criteria committee that reviewed the findings of the Commission on Freedom of the Press (Hutchins Commission), the British Royal Commission, and the Brinton-Bush-Newell studies. In addition, 43 newspapers and the heads of 11 journalism schools were asked: ``What makes a responsible, good, successful and community-conscious newspaper?'' From material assembled during its study, the committee developed four criteria of a good newspaper: accuracy, responsibility, integrity, and leadership. Responding to a continued concern over the ethical problems of press/government relations, the free press/fair trial controversy, respect for privacy, and journalistic involvement in politics, the APME later created a professional standards committee that developed the present code of ethics and continues to study such topics as newspaper credibility, contests, press-created issues, sensationalism, political perquisites, and other ethical issues. (APME's Code of Ethics is included.) (AEA)

ED 176 374 EA 012 078

Levin, Henry M.
Education and Earnings of Blacks and the Brown'' Decision. Program Report No. 79-B13.
Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Grant-OB-NIE-G-78-0212
Note-51p.; Paper prepared for the Chancellor's Symposium on Southern History (University of Mississippi, Oxford, October 2-4, 1978)
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Black Achievement, Black Education, *Blacks, Economic Status, Equal Education, *Income, *Integration Litigation, Racial Integration
Identifiers-*Brown v Board of Education

This essay examines the impact of the Brown decision on both the relative educational attainments and relative earnings of blacks and whites. On the basis of the available data, it argues that the Brown decision had a powerful effect on improving the economic status of blacks, although only a portion of that improvement was attained through more equal schooling. Rather, Brown seemed to legitimate the case for equality and initiate the rise of black political activism, further legal challenges to racial discrimination in voting, employment, education, and housing, and the creation of a favorable climate for the passage of subsequent civil rights legislation and the War on Poverty. (Author/JM)

ED 176 418 EA 012 147

Policy Plan for Kansas Department of Education. Fiscal Year 1980.

Kansas State Dept. of Education, Topeka.

Pub Date-Jul 79
Note-106p.; Some tables may be illegible due to small print
Pub Type- Guides - Non-Classroom (055) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Board of Education Policy, *Educational Objectives, Elementary Secondary Education, *Financial Policy, *Program Evaluation
Identifiers-*Kansas State Board of Education

This policy plan for the Kansas State Department of Education is composed of two major sections. The first part includes a description of the department and its mission and functions; the agency's goals, objectives, and policies; and the finance and sources of finance for funding educational programs. The second section involves three policy issues that the department identified as priority items, requiring legislative and budgetary action for the coming year. The mission of the plan, the paper says, is to coordinate department resources and personnel efforts on the various levels of education into an accountable approach to improving the quality of education in Kansas. (Author)

ED 176 460 EC 120 496

Smith, Carl R.

Behavior Disorders in Our Classrooms: What Is the State of Our State?

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date-Jan 79

Note-6p.

Journal Cit-Iowa Perspective; p1-5 Jan 1979

Pub Type- Information Analyses (070) - Opinion Papers (120) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Problems, Educational Philosophy, *Educational Programs, Emotionally Disturbed, State Programs, *Student Characteristics

Identifiers-Iowa

The author reviews commonly held myths about public school programs for behavior problem, chronically disruptive students in Iowa, citing the lack of resource options for these students in many areas of the state. He disputes the following ill-founded notions'': 1) behaviorally disordered children are qualitatively distinct from normal children and such differences are apparent in all areas; 2) by programing for these students educators are actually rewarding misbehavior; 3) to stigmatize such children is more serious than to go without services; 4) to change a child's school program will have little effect unless massive changes are made in the home; 5) education is not nearly as important in the lives of these children as psychiatric involvement; and 6) once educators discover a child is behaviorally disordered he/she is always that way. (CL)

ED 176 498 EC 120 573

Military Child Advocacy Programs Victims of Neglect. Report to the Congress of the United States by the Comptroller General.
Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-79-75
Pub Date-23 May 79
Note-46p.
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W., Washington, D.C. 20548 (single copy free); For multiple copies: U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 ($1.00 per copy; include check or money order)
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Abuse, *Child Advocacy, Exceptional Child Research, Identification, Intervention, *Military Personnel, Military Service, *Neglected Children, Prevention, Program Evaluation, *Recordkeeping

The report discusses the efforts of the U.S. military services to deal with child abuse and neglect in military families. Child advocacy programs were visited and evaluated along criteria in five areas: prevention and identification, intake and assessment, treatment, followup, and reporting. Fundamental differences in the services' child advocacy programs are described. The Department of Defense (DOD)'s limited involvement with the military child advocacy programs is cited, and obstacles to cooperation between military child advocacy programs and civilian social welfare programs are noted. Among conclusions reported are that each of the three military services has established its own program to deal with child maltreatment without any overall DOD guidance, leading to inconsistent policies. Recommendations made for improving the child advocacy programs include giving greater priority and resources to the programs while increasing education and training efforts. Reporting problems are cited, and a recommendation is made for establishing a single DOD policy concerning reporting procedures. (CL)

ED 176 018 CE 020 181

Shimberg, Benjamin Roederer, Doug

Occupational Licensing: Questions a Legislator Should Ask.

Council of State Governments, Lexington, Ky.; Educational Testing Service, Princeton, N.J.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-78

Note-34p.

Available from-Council of State Governments, Iron Works Pike, Box 11910, Lexington, Kentucky 40578 ($3.50; 30% off for quantity orders)

Pub Type- Guides - General (050) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Certification, Information Seeking, Job Skills, Legislators, *Occupations, *Policy Formation, *Professional Training, *State Government, *State Licensing Boards, State Standards

Identifiers-California, Minnesota, Virginia

The problems, issues, concerns, and preferred solutions concerning occupational licensing are discussed in this guide designed for state policymakers confronting decisions regarding the credentialing of various occupations and professions. Chapter 1 focuses on the guidelines for occupational regulation. Three issues are discussed: deciding whether state governments should regulate an occupational group at all; drafting the regulatory statute so that it is fair to practitioners and consumers alike; and establishing an administrative structure that promotes accountability and public confidence. Chapter 2 provides a guide for questioning groups that are seeking regulation of an occupation. Questions include the following: Why should the occupational group be regulated?; What efforts have been made to address the problems?; Have alternatives to licensure been considered?; Will the public benefit from regulation of the occupation?; Will regulation be harmful to the public?; How will the regulatory activity be administered?; Who is sponsoring the regulatory program?, and Why is regulation being sought? Finally, chapter 3 describes the efforts in three states California, Minnesota, and Virginia to bring about change in their regulatory structures. In each instance, names of key contacts are provided. (JH)

Arthur, Patricia, Ed.
Resources in Vocational Education, 1979. Volume 12, No. 1.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-79
Contract-300-78-0032
Note-142p.; Not available in paper copy due to small print
Journal Cit-Resources in Vocational Education; v12 n1 1979
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s) title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section of projects in progress contains approximately two hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482), the National Institute of Education, the U.S. Office of Career Education under the Educational Amendments of 1974 (PL-93-380), and the Fund for the Improvement of Postsecondary Education. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

ED 176 288 CS 205 126

Vanden Bergh, Bruce G. Sentell, Gerald D.
A Visual Language for World Marketing.
Pub Date-Aug 79
Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Artificial Languages, *Business Communication, Communication Problems, Foreign Countries, *Graphic Arts, Illiteracy, *International Trade Vocabulary, *Marketing, Merchandise Information, *Nonverbal Communication, Publicize, *Visual Aids, Visual Learning, Visual Literacy
Identifiers-*International Communication

A practical solution to many of the communication obstacles found in international markets can be found in the development and widespread adoption of a standardized system of international graphic symbols. Any plan to develop and implement a truly acceptable and universal system of graphic symbols will have to overcome many obstacles that past efforts in this direction have not overcome. A symbol system should be developed and introduced within the following guidelines: first, each symbol or combination of symbols and colors must satisfy basic structural criteria (each component as well as the overall system must be unique, clear in meaning, independent of language and culture, and visually direct); second, introduction of the system into practical use will have to be achieved without the benefit of preparation of often illiterate publics herefore, initial applications should be as simple and straightforward as possible; and finally, the system's design should be flexible enough to allow for its gradual expansion from relatively simple early applications to increasingly more complex uses requiring the introduction of new symbols, colors, and eventually a symbol grammar. (MKM)

A Special Education Program Review Guide.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.
Pub Date-79
Note-130p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Compliance (Legal), Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Program Evaluation, *State Legislation, *State Programs
Identifiers-Education for All Handicapped Children Act, Rehabilitation Act 1973 (Section 504), *Wisconsin

The site review program guide is designed to assist local education agencies (LEAs) in the full implementation of Wiconsin's Chapter 115, federal law P.L. 94-142 (the Education for All Handicapped Children Act), and Section 504 of the Rehabilitation Act of 1973 through a systematic review and monitoring of the total special education program. The guide is divided into 12 sections, each representing a special education program component; screening and referral, nondiscriminatory testing and evaluation, multidisciplinary team and placement procedures, educational program and least restrictive alternative, development and implementation of the individual educational program, supportive and related services, confidentiality of personally identifiable data, hearings and appeals, special education administrative structure, certification of personnel and staff development, parent involvement, and building facilities. For each component, there are a number of specific questions which address a range of activities or processes by which LEAs implement the component. (SBH)

Moritsugu, John N. And Others

Testing Systems and Personality in an Introductory Psychology Course.

Pub Date-79
Note-11p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement, College Students, *Course Organization, Evaluation Methods, *Independent Study, *Instructional Design, *Locus of Control, *Personality, *Testing
Identifiers-*Personalized System of Instruction (PSI)

The influence of student personality on the effects of the Personalized System of Instruction (PSI) was examined. Three testing systems (midterm and final exams; bimonthly tests; and PSI) were examined along with three personality dimensions (internal-external locus of control, need for achievement, and need for autonomy). There were no significant differences among test system grades; however, there were significant differences in the students' evaluation of the test systems. The PSI system was seen more favorably on all evaluative and dynamic items, and was seen as stronger. The interaction between test section and personality yielded no significant differences on grades and one significant effect on students' evaluation of how informative the test system was. Students recognized the advantages and the value of the PSI regardless of their personality styles. (Author/PJC)

ED 176 559 FL 010 599

Bloom, Grace E.

Cartoons and Comic Strips in the English as a Second Language Class.

Pub Date-79

Note-60p.; M.A. Thesis, Hunter College; Comics are not included because of marginal legibility

Pub Type- Dissertations/Theses (040) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cartoons, Class Activities, *Comics (Publications), Elementary Secondary Education, *English (Second Language), Illustrations, Instructional Aids, *Language Instruction, Language Skills, *Learning Activities, *Second Language Learning, Skill Development, Teaching Methods, Visual Aids

This essay deals with the use of cartoons and comic strips to teach English as a second language. It illustrates, through past professional literature written on the subject and through specific lessons, the various instructional uses to which cartoons and comic strips lend themselves. Cartoons and comic strips can be applied to the following language skills: structure, reading, vocabulary development, listening comprehension, culture and writing. Examples of various cartoons and comic strips are included with activities designed to teach the various language skills. (Author/AMH)

ED 175 998 CE 017 139

Morehead, Charles R. And Others

Career Exploration Guide and Workbook.

Pub Date-79
Note-71p.; Not available in paper copy because of poor reproducibility ; Document prepared at the Maysville Junior High School
Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Career Exploration, Career Planning, Decision Making, Experiential Learning, Junior High Schools, *Learning Activities, *Occupational Information, *Self Evaluation, Work Attitudes
Identifiers-Experience Based Career Education

This career exploration student workbook contains information and activities intended for use in junior high experience-based career education programs. The activities included are designed to help the students learn more about themselves and the world of work through both simulated and actual experiences. The workbook includes information on such topics as career decision making, admission procedures/requirements for vocational education programs, and where to find career information. Most of the workbook activities contain surveys, checklists, personal inventories, or questionnaires concerning such tasks as assessing interests, aptitudes, and abilities and identifying work attitudes, personality traits, and educational plans. (BM)

ED 176 037 CE 021 655

Glover, Robert

Alternative Scenarios of the American Future: 1980-2000.

College Entrance Examination Board, New York, N.Y.
Pub Date-Mar 79
Note-58p
Pub Type-Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Learning, *Futures (of Society), Opinions, *Prediction, *Social Attitudes, Social Change, Social Influences, *Sociocultural Patterns, Surveys, *Trend Analysis

This report is a summary of the findings of the societal trends survey completed at the National Forum on Learning and The American Future, which focused on factors influencing the future of adult learning. The survey questionnaire and results consist of 120 societal trend statements organized into sixteen different content areas: demography; economy; energy and ecology; politics and government; international relations and national defense; law and justice; community and family; health and medicine; science and technology; work and employment; education and training; culture, humanities, and the arts. The 1074 participants (policy decision makers, educators, and scholars) responded to each societal trend statement in three ways: (1) forecast the direction and rate of change for the trend from 1980 to 2000, (2) assess the impact of the trend on life in America from 1980 to 2000, and (3) comment on the response. The data were analyzed in three groups (liberals, conservatives, and moderates) according to the pattern of responses. Findings indicate that the liberals were the most satisfied with progress in the quality of life during the past decade and the least pessimistic about the likelihood of economic depression. Dominant conservative themes included economic pessimism, national security, free enterprise, military strength, and less government regulation. (Directions for completing the survey and a brief technical summary are presented in the appendix.) (LRA)

ED 176 114 CE 022 760

Havelock, Ronald And Others
Implementing Change in Occupational Education. A Compendium of Resource Papers. Research Publication No. 78-2.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency-New York State Education Dept., Albany. Office of Occupational and Continuing Education.; Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-VEA-78-3C-891
Note-139p.

Pub Type- Information Analyses (070) - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Curriculum Development, *Educational Change, *Educational Innovation, *Educational Research, Models, Program Development, Quality Control, *School Improvement, *Vocational Education
Identifiers-Linkage Models

Six papers focusing on educational change in occupational education are presented. The first paper, by Ronald Havelock, provides a historical review of innovation research models and discusses how the various models have progressed culminating in the Linkage Model. The next three papers address conceptual issues in innovation research. The paper by Lawrence Mohr discusses the possibility of developing a generalizable theory of innovation, including a preliminary theoretical formulation. Next, Steven Klees presents two views of the change process: the Dominant Framework and the Critical Framework. In the third paper of this set, by John Bowers, the interaction model of school improvement is compared and contrasted with the exemplary model. The last two papers discuss the problems of implementing innovation. First, Susan Klein conceptualizes a nationwide network wherein various individuals play specific roles. Quality control responsibilities of developers, linkers, and users of new products are identified and discussed. Finally, Michael Fullan's paper on the problems of curriculum implementation summarizes the relevant literature and its relationship to critical elements in program implementation. Five elements of change are discussed. (JH)

ED 176 157 CG 013 758

Heritage, Jeannette

Survey of Drug and Alcohol Usage At Middle Tennessee State University.

Pub Date-29 Mar 79

Note-23p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alcoholic Beverages, *College Housing, *College Students, Drinking, *Drug Abuse, Fraternities, Higher Education, Marihuana, *Smoking, Sororities, *Student Behavior

An ad hoc committee assessed the level and type of drug usage on the Middle Tennessee State University campus. The sample of almost 1600 undergraduates was consistent with the total student body profile. Greek membership tended to depress drug usage but to increase alcohol consumption, particularly for males. Students who lived off-campus were more likely to use drugs and alcohol and tended not to show sex differences in usage. On-campus students and students living at home shared more traditional behaviors. Freshmen were more likely to smoke marijuana, and seniors were more likely to smoke tobacco. Tocacco smoking showed no sex differences, but males were more likely than females to smoke marijuana. Males were more likely to have driven or been arrested after drug or alcohol usage. The school studied is religiously conservative with the majority of students from small towns and rural areas, which may cause some variance with other universities. The instrument, however, could be used in studying other campuses. Drug and alcohol usage at MTSU does not appear to be a significant factor in students' lives. (Author/LS)

ED 176 202 CG 013 859

Staff Roles For Mental Health Personnel: A History and Rationale.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-National Inst. of Mental Health, Rockville, Md. Paraprofessional Manpower Development Branch.
Pub Date-79
Grant-T41-MH14439; Pub Type- Historical Materials (060) - Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Career Ladders, *Health Personnel, *Manpower Development, *Mental Health, Paraprofessional Personnel, Psychiatrists, Psychologists, *Staff Role, *Staff Utilization

Historical issues and the development of the mental health personnel system are examined. The four core professions (psychiatry, clinical psychology, psychiatric social work, and psychiatric nursing) evolved into the medical-psychiatric model of the state mental hospitals, institutions for the mentally retarded, and child guidance clinics. This evaluation was a result of social and political forces operating over the past 150 years. Trends in mental health, staff training, and human services which brought about further changes are discussed. Career ladders do not generally exist in areas of mental health and retardation, although moves can be made into administration. Work levels are discussed. A more systematic plan is suggested for interrelationships among mental health professionals and paraprofessionals. (Author/BEF)

ED 176 310 CS 205 166

Ames, Gregory P.

A Pilot Library Workshop on Term Paper Writing: Proposal and Final Report.

Pub Date-Apr 79
Note-36p.; Program Description prepared at State University of New York at Brockport
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Libraries, College Students, *Composition (Literary), Higher Education, Interdisciplinary Approach, *Library Role, *Library Skills, Needs Assessment, Program Content, Program Evaluation, *Research Skills, Student Needs, *Workshops, *Writing Skills
Identifiers-*Research Papers

The first part of this two-part paper contains the original proposal for a college-level, team-taught library workshop designed for maximum interpersonal guidance on the mechanics of term paper preparation. It includes a survey of on-campus opportunities for students to receive help in developing their personal term paper skills, an assessment of the need for a workshop program as seen in students' apparently declining abilities, a justification of library involvement in teaching term paper skills, and a general description of the objectives and approach of the workshop sessions. The second part of the paper offers an analysis of the completed program that details promotional efforts, discusses the relative merits of the workshop format, identifies students' problem areas and major questions, and suggests improvements in workshop design. Appendixes contain a poster announcing the workshop and various guides distributed to students who participated in the workshop. (Author/FL)

Winkeljohann, Rosemary, Ed.

Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-75-0029
Note-31p.
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 39515, $1.25 non-member, $0.75 member)
Pub Type- Guides - General (050) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Guides, *Curriculum Planning, Elementary Secondary Education, *English Curriculum, *English Instruction, *Evaluation Criteria, *Language Arts, Standards

The first half of this booklet presents an annotated list of recommended curriculum guides representing a variety of sample frameworks, units, and lesson plans intended for reference use by schools and agencies who are in the process of curriculum development. Grouped according to the year in which the guides were recommended (1979, 1978, 1977), each annotation provides the following information: the grade levels involved; a description of the content, aims, and objectives; and information on obtaining the guide. The second half of the booklet contains a revised statement of criteria for planning and evaluation of English language arts curriculum guides. The evaluation instrument presented in the booklet was designed to apply to many different content emphases within the field of English language studies, as well as to the learning process, organization, methodology, and language versatility. Criteria are organized under the headings of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (AEA)

ED 176 354 CS 502 625

Briggs, Nancy E.

Speech Communication SEP for Grades K-12.

Pub Date-79

Note-25p.; Paper presented at the Conference of the Communication Association of the Pacific (Honolulu, Hawaii, July 30-August 1, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives, Course Organization, *Curriculum, Elementary Secondary Education, *Speech Communication, *Speech Instruction, *Speech Skills, Teaching Techniques, Unit Plan

Developed as part of a Statement of Educational Principles project for the Newport Beach (California) School District, the method of teaching speech communication that is detailed in this guide has been cited for its clarity, developmental approach, adaptability, and workability. The ten units in the guide cover the following areas: vocal delivery skills, nonverbal delivery skills, parts of speech, speech supports, media of speech communication, forms of discussion, storytelling, basic forms of public speaking, competitive speech, and speech communication theories. In each unit, behavioral objectives are progressively delineated for primary grades, upper grades, middle school, and high school. (FL)

ED 176 396 EA 012 122

Carroll, Stephen J.
The Search for Equity in School Finance: Summary and Conclusions.
Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-R-2420-1-NIE
Pub Date-Mar 79
Contract-400-76-0160
Note-51p.; For related documents, see EA 012 123-124; Some tables may not reproduce clearly due to small print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Finance, Elementary Secondary Education, Equal Education, *Equalization Aid, Expenditure Per Student, *Finance Reform, Foundation Programs, Income, *School District Spending, Tax Rates
Identifiers-California, Florida, Kansas, Michigan, New Mexico

Part of a three-volume report on the effects of school finance reform, this volume summarizes principal findings of the studies presented in the other volumes. The report summarizes school finance reforms enacted between 1972 and 1974 in California, Florida, Kansas, Michigan, and New Mexico. It recounts what happened to school taxing and spending in each state's districts; describes what happened to districts' spending opportunities; estimates how reforms and other factors affected the budgetary behavior of Michigan school districts; and speculates on why reforms in the five states had unexpected outcomes in the light of equalization aims. Overall, results of the studies indicate that although reform had brought some advances, especially in the area of more equal distribution of tax rates, success in equalizing spending outcomes and opportunities has been extremely modest. This outcome may be because reformers tried to pursue diverse and conflicting objectives and because add-ons and adjustments to basic state school finance plans often had disequalizing effects. (Author/JM)

ED 176 419 EA 012 148

Hind, Ian

An Analysis of the Ideas Behind, and the Evidence on, Education Vouchers.

Pub Date-Nov 78

Note-25p.; Paper presented at the Annual Conference of the Australian Comparative and International Education Society (Macquarie University, November 12-15, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Finance, *Education Vouchers, Elementary Secondary Education, *Models, Program Evaluation, School Systems, Theories

Identifiers-*Alum Rock Union School District CA

An evaluation of the merits of education vouchers as a means of implementing educational reform is explored in this publication. The paper is divided into five sections. First, the historical and philosophical origins of the concept of vouchers are examined. The second section focuses on education vouchers in the context of recent developments in the theory of welfare economics and public finance. The third and fourth sections examine the Jencks report, a 1970 investigation of the feasibility of vouchers, and the experience with use of this model at Alum Rock, California. The latter details planning, implementation, and evaluation phases. Finally, based in part on the Alum Rock demonstration, an evaluation is made of the applicability of the economic theory implicit in voucher models to schooling situations. The paper concludes that although the picture presented at Alum Rock was mostly negative, debate concerning the merits of education vouchers is likely to continue. (Author)

ED 176 461 EC 120 497

Penney, Catherine

Project IEP: Albama State Report.

Nero and Associates, Inc., Portland, Oreg.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Nov 77

Contract-OEC-0-74-7915

Note-33p.; For related documents, see EC 120 498-499; Includes information on the following school districts: Andalusia City, Bibb County, Birmingham City, Elmore County, Franklin County, Huntsville City, Montgomery City, and St. Clair County

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Role, Attitudes, Elementary Secondary Education, Exceptional Child Research, *Federal Legislation, *Handicapped Children, *Individualized Programs, Parent Participation, *Parent Role, Role Perception, State Programs, *Teacher Role

Identifiers-*Alabama, Education for All Handicapped Children Act, Project IEP

The document reports the Alabama component of Project IEP (individualized education program), a project designed to identify and clarify perceptions related to roles in the IEP process as mandated by P.L. 94-142, the Education for All Handicapped Children Act. It is explained that under Project IEP approximately 200 persons (including state and local education administrators, regular and special teachers, parents of handicapped children and the children themselves, support personnel, and advocacy groups) were given open-ended interviews. Findings and suggestions are reported for the following areas: parental roles (reasons for active parental participation in the IEP process and barriers to parental participation); teacher roles (increased demands, need for further training, and effects on morale and interstaff relationships); administrator roles; and local, state, and federal relationships (respect for state and local autonomy, standardization, and federal provision of funds). Listed among IEP Panel recommendations are that appropriate and comprehensive pre- and in-service training should be based on local input; that training should be provided for parents; that parents should be accompanied by an advocate during the IEP conference if they so desire; and that paperwork should be minimized. (SBH)

ED 176 539 FL 008 843

Examinations and Tests in English for Speakers of Other Languages. Information Guide 6.

British Council, London (England). English-Teaching Information Centre.

Pub Date-Dec 76

Note-64p.

Available from-English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (1 British pound)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bibliographies, *Cloze Procedure, *English (Second Language), *Language Proficiency, *Language Tests, Language Usage, Linguistic Competence, Listening Comprehension, Reading Comprehension, *Standardized Tests, Tests, *Test Selection, Writing Skills

The bulk of this guide is devoted to the detailed description of 18 tests of English as a second language (ESL). Most of the tests were produced in Great Britain, the remainder in the United States. Each description provides information on the source, aims, and administration of the test; outlines the content of the test; and, where pertinent, indicates the recognition that will be earned through certification in ESL on the basis of the test. To supplement the descriptions, the volume offers an analysis of contents and techniques in ESL testing, definitions of terms used in standardized testing, a note on Cloze procedure, and a ten-page bibliography. (JB)

ED 176 076 CE 022 541

Fowler, David S., Comp.

Resource Guide to Competency-Based Vocational Education: Agriculture.

Maryland Vocational Curriculum Research and Development Center, College Park

Pub Date- 79

Note-133p.; Not available in paper copy due to small, light print

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agricultural Education, Audiovisual Aids, Educational Resources, *Instructional Materials, *Occupational Information, Periodicals, *Resource Guides, *Resource Materials, Secondary Education, *Vocational Agriculture

Designed to assist vocational agriculture teachers in keeping abreast of the most recent instructional developments in the field, this resource guide contains an annotated list of print and non-print, commercial and non-commercial materials available in the field of agriculture education. The resource guide is divided into three sections. The first section contains occupational information which can be used to complement technical instruction and as a source of guidance information. The second section provides an annotated listing of a variety of printed and non-printed curriculum materials including guides, learning activity packages, course outlines, books, transparencies, films, and filmstrips. Topic areas included are animal production, crop production, agricultural business, agricultural mechanics, horticulture, agricultural resources, career education, and miscellaneous agriculture information. Each listing provides the source of the material, a brief description, and the cost. In addition, this section provides a list of periodicals and journals related to agriculture. The names and addresses of trade and professional organizations are included in the last section. (LRA)

ED 176 134 CG 013 724

Theobald, Robert

Creating a Desirable Educational System.

Pub Date-25 Apr 79

Note-12p.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), Decision Making, *Educational Change, Elementary Secondary Education, *Futures (of Society), Individualized Instruction, *Industrialization, *Social Change, Social Influences

If the educational system and its present directions require fundamental change, then the past system must be understood and the future assessed. The industrial era's mechanistic and hierarchical views do not match today's inter-related, subjective, risky world. To meet these challenges additional world factors and policy analyses must be analyzed and decisions made. The future requires diversity, learning ability, decision-making, creativity, and situation assessment. Education must be life-long, integrated into the community, individualized to match the learner, and controlled by the community. A linkage system, Future Frontiers, has been created to assist in the shift between the past industrial era and the new communications era, and attempts to maintain the quality of life under the impact of rapid growth. (LS)

ED 176 245 CS 005 028

Thurston, Eric L., Ed. Hafner, Lawrence E., Ed.

The Philosophical and Sociological Bases of Reading; Yearbook of the Annual Meeting of the National Reading Conference (14th, Dallas, Texas, December 3-5, 1964).

National Reading Conference, Inc.
Pub Date-65
Note-255p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adult Literacy, *Adult Reading Programs, Cloze Procedure, College Students, *Educational Philosophy, *Educational Sociology, Elementary Secondary Education, Higher Education, Parent Attitudes, Program Content, Program Development, Reading Diagnosis, Reading Difficulty, *Reading Instruction, *Reading Programs, *Reading Research, Reading Tests
Identifiers-*National Reading Conference

Focusing on the philosophical and sociological bases of reading, the papers in this volume were drawn from the fourteenth annual meeting of the National Reading Conference held in 1964. Among the topics covered in the 27 papers are the following: the philosophy and sociology of reading; reading reform; adult literacy; paperback books; factors in critical reading; ego strength and reading disability; contributions of college reading specialists to precollege reading programs; public school development of reading programs; the reading needs of college preparatory students; attitudes of parents of superior and inferior readers toward certain child rearing practices; reading tests; college reading programs in Louisiana and Mississippi; the cloze procedure; the evolution of the Purdue University, Western Reserve University, and Minnesota reading programs; motility training; eye movements and reading; research on adult reading; and behavior analysis. (FL)

ED 176 375 EA 012 079

Park, J. Charles

Education and the New Right.

Pub Date-Nov 77

Note-17p.; Journal manuscript submitted to AACTE

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Innovation, *Political Attitudes, *Public Support, *School Support, Sex Fairness, Taxes

Identifiers-Equal Rights Amendment, Religious Fundamentalism, *Right Wing Groups

Ultra-conservatives calling themselves the ``new right'' have made recent gains because of grass-roots interest in issues such as blocking gun control legislation, stopping the Equal Rights Amendment, lowering taxes, and promoting religious fundamentalism. These gains raise serious questions about the future of American education. If a new-right coalition continues to grow, it is likely American education can expect another round of pressure from the ultra-conservatives to restrict funding and curricula. The consequences of eroding public support for education are significant, and unless educators are prepared to become involved in speaking firmly about the importance of education during times of change, diversity, and conflict, it is likely that many of the educational advances of the last few decades will be in jeopardy. (Author/JM)

Innocent Victims: NCJW Manual on Child Abuse and Neglect Programs.
National Council of Jewish Women, New York, N.Y.
Pub Date-Sep 78
Note-84p.
Available from-National Council of Jewish Women, 15 East 26th Street, New York, New York 10010 ($3.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Abuse, *Child Advocacy, *Community Action, Community Involvement, Delivery Systems, Family (Sociological Unit), *Information Dissemination, Legislation, *Neglected Children, *Outreach Programs, Parent Child Relationship, Planning Meetings, Public Relations, State Legislation, Surveys

The manual was written by the National Council of Jewish Women to provide guidelines for volunteer legislative action and community service for individuals in the area of child abuse and neglect. After an overview which details some of the causes of child abuse, information on child abuse and neglect legislation in each state is presented. Guidelines for organizing a study group are reviewed, and an outline for a four session program is reported. The basics of launching a public information campaign including ideas for planning a general information meeting and professional awareness meetings (for health care professionals, law enforcement officials, educators, and social work professionals) are discussed. Two surveys are provided which (1) explore the extent and nature of hospital, law enforcement, prosecutor, and state agency involvement in child abuse and neglect cases and (2) identify the services available for abused and neglected children and their families in a given community. Also explained are the nature and value of a crisis hotline, family support programs such as Parents Anonymous, and monitoring and advocacy groups. Appended are a selected bibliography on child abuse and neglect, an annotated list of films on child abuse, a glossary of terms, and addresses of groups to write to for additional information on the subject. (PHR)

ED 176 499 EC 120 594

Priem, Thomas E.

Star Power: Providing for the Gifted & Talented. Workshop Leader's Resource Guide for Star Power Module 1-10.

Education Service Center Region 13, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-9-9-131-333

Note-74p.; Due to copyright restrictions the appendixes are not included in the series; Best Available Copy; For related information, see EC 120 595-604.

Available from-Education Service Center, Region XIII, 7703 North Lamar Boulevard, Austin, Texas 78752 ($78.00 per set; $5.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Counseling, Disadvantaged Youth, Educational Programs, Elementary Secondary Education, Enrichment Activities, *Gifted, Handicapped Children, *Inservice Education, Inservice Teacher Education, Resource Guides, Student Characteristics, Student Needs, *Talented Students, *Teacher Workshops, Theories, Underachievers

Identifiers-Gifted Handicapped

Presented is the workshop leader's resource guide for Star Power Modules 1-10, a series of modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. The 10 program modules include the following: characteristics of the gifted/talented, needs of the gifted/talented, application of theories of intelligence to the gifted/talented, application of theories of creativity to the gifted/talented, enrichment activities for the gifted/talented, underachievers among the gifted/talented, gifted and talented students among the disabled, gifted and talented students among other educationally disadvantaged groups, programs for the gifted/talented, and guidance counseling for the gifted/talented. An introduction explains how to use the modules for either independent study for small group interaction, or in inservice programs. Sections for each of the 10 modules include an introduction to the module; the goals of the module (or part of the module); a list of objectives; and a list or a chart which identifies activities, lists required materials, and describes the activities. Among goals addressed are the following: to understand the limitation of IQ and achievement tests as measures of giftedness and to discover other means of identification, to understand different theories of intelligence as they relate to activities for the gifted/talented, and to understand the academic problems encountered by the gifted/talented and to discover ways to help these students solve them. (SBH)

ED 176 057 CE 022 088

Newsom, Ron Foxworth, Linda

Locus of Control and Class Completion among Adult Basic Education Clients.

North Texas State Univ., Denton. Coll. of Education.

Spons Agency-Texas Education Agency, Austin. Div. of Adult and Continuing Education.

Pub Date-79

Note-13p

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Adult Basic Education, Adult Students, *Age, *Educational Background, Educational Research, High School Equivalency Programs, *Locus of Control, Minority Groups, Participant Characteristics, *Race, Success Factors

Identifiers-Rotter Internal External Locus of Control Scale, *Texas

A project was initiated to (1) determine internal-external orientation of a group of adult basic education-general educational development (ABE-GED) clients; (2) collect demographic data on the clientele; (3) assess functional abilities of clients in math and reading at enrollment and after three months; (4) analyze results of objectives to determine if internally oriented clients demonstrate more achievement and participation; and (5) if internally oriented clients do demonstrate greater participation and achievement, identify and describe a means to change externally oriented clients to internally oriented clients. It was hypothesized that a significantly greater number of internals than externals would complete. The Rotter I-E scale was used to collect data from 511 Texas adult basic education students. Reliability was .62, which indicated the need to use another instrument to measure locus of control. Statistical analysis indicated no relationship between locus of control and completion. Evidence from the study indicates a relation exists between locus of control and age, grade completed before in basic education, and race. A larger protion of blacks (71.4%) rated themselves as externals; Mexican-Americans' ratings almost reflected a chance division. Additionally, 71.4% of those having a sixth grade or less education categorized their perceived locus of control as external. (CSS)

ED 176 224 CS 004 993

Reading Improvement Curriculum.

Lansing School District, Mich.
Pub Date-Aug 77
Note-511p.; Best copy available
Pub Type-Guides - Classroom - Learner (051)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Adult Basic Education, *Adult Reading Programs, *Autoinstructional Aids, *Basic Skills, *Reading Improvement, *Reading Instruction, *Reading Skills

This curriculum guide was developed to provide a consistent reading improvement curriculum throughout the Lansing, Michigan, adult education program. An introductory section contains a statement of the purpose of the program, its objectives and goals, student and teacher survey forms, general instructions and suggestions for using the teaching materials contained in the guide, a series of placement tests, and several posttests. This section is followed by three major reading improvement units each containing a series of teaching materials covering the following subjects: root words, prefixes, and suffixes; synonyms, antonyms, and homonyms; main ideas and topics; relationships; following directions; graphs, globes, and maps; spelling; context clues; finding the main idea; reading for details; dictionary skills; content area reading skills; fact or opinion; propaganda and advertising; how to read faster; how to use the library; literature; the world of fiction; the world of nonfiction; how to read magazines and newspapers; how to read poetry; and how to read a play. Each unit also includes a syllabus describing weekly assignments. A section of answer keys is included for tests and activities given in other sections and a final section lists references where additional activities can be found. (TJ)

ED 176 266 CS 205 058

Barwis, Gail Lund

Resolving Ethical Disputes Through Arbitration: An Alternative to Code Penalties.

Pub Date-Aug 79
Note-19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Arbitration, *Codes of Ethics, Contracts, Employer Employee Relationship, *Employment Problems, *Ethics, *Journalism, Labor Problems, Negotiation Agreements, *News Reporting

Arbitration cases involving journalism ethics can be grouped into three major categories: outside activities that lead to conflicts of interest, acceptance of gifts that compromise journalistic objectivity, and writing false or misleading information or failing to check facts or correct errors. In most instances, failure to adhere to ethical standards in these categories may be disciplined by reprimand, suspension, or dismissal under just and sufficient'' disciplinary action and outside activities clauses in contracts. Of the 30 arbitration cases that can be categorized as involving questions of ethical conduct, 20 involve outside activities, two involve acceptance of gifts, and the remainder involve fair, truthful copy. Discussions of these arbitration cases show that contract language in most cases offers sufficient protection both for the employer against failure by employees to uphold company ethical standards and for employees against arbitrary disciplinary action by the employer without a fair hearing. The relative paucity of these cases suggests that journalists do adhere to codes of ethical standards without the necessity for threats of punishment for violations. (RL)

ED 176 289 CS 205 127

Poindexter, Paula M.

Non-News Users: An Analysis of a Non-Viewing Population.

Pub Date-Aug 79
Note-32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Age Differences, *Information Sources, Journalism, Media Selection, *News Reporting, Socioeconomic Influences, *Television, *Television Research, *Television Viewing

Approximately 1,200 adults were interviewed in a study designed to determine the identity of the nonviewers of television news, the differences between local and network news nonviewers, the sources of news used by nonviewers, and the attitudes of nonviewers toward keeping informed of the news. The findings revealed that about one-third of the respondents fell into one of three nonviewer categories: nonviewers of both local and network news, nonviewers of local news only, and nonviewers of network news only. A socioeconomic analysis of the nonviewers showed that young adults were more likely than older adults to be nonviewers. Adults with high education levels and income were more likely found in the nonviewer of both local and network news and nonviewer of local news only categories, while poor and uneducated adults were found in the nonviewer of network news only group. No differences were found between men and women in their attention to televised news. The findings also revealed that nonviewers did not avoid other news sources; only the nonviewers of network news tended to avoid radio and daily newspapers. (FL)

ED 176 479 EC 120 527

Bishop, Virginia E. Godolphin, Vivienne

Testing the Untestable: A Vision Screening Program for Exceptional Children.

Chester County Child Development Center, Coatesville, Pa.

Pub Date-79

Note-29p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Identification, *Screening Tests, *Severely Handicapped, *Vision, *Visually Handicapped

Identifiers-*Sheridan Tests for Young Children and Retardates

Based on a longitudinal study of vision screening techniques for handicapped children at the Chester County (Pennsylvania) Child Development Center, the paper reports on the development of a battery of effective vision screening methods for children with low functioning handicapped children. Specific tests are described, including the Sheridan Tests for Young Children and Retardates (STYCAR). Techniques for administering these tests are explained in detail. Vision screening procedures at the Center are reviewed with emphasis on the procedures and tests used during 1978-79. A chart listing vision symptoms in decreasing order of frequency is provided. Also given are the referral standards and a statistical analysis of the 1978-79 results. Appended are procedures used to screen acuity (using the Snellen E'' chart), tracking and convergence; a detailed description of the graduated STYCAR tests; a discussion of the observational assessment used with the lowest functioning (M.A. less than 1 year); and sample forms. (Author/DLS)

ED 176 560 FL 010 605

Die Quelle (Secondary German Resource Book).

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

Pub Date-76

Note-105p.; For related document see FL 010 606

Available from-Publication Services, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 1X4

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Bibliographies, Educational Objectives, *German, *Instructional Aids, *Instructional Materials, *Language Instruction, Language Programs, Language Tests, Learning Activities, *Reference Materials, Secondary Education, Second Language Learning, Supplementary Textbooks, Testing, Textbook Content, Textbooks, Textbook Selection

Identifiers-Canada (West)

This resource book is intended to be used with the companion program guide, and is so arranged that it can be put in a loose leaf binder and incorporated with other notes. It is divided as follows: (1) a discussion in outline form of prescribed material including three methods of organizing the program, a complete indication of the contents of the materials, and suggestions for areas where teacher supplement would be needed; (2) a list of supplementary print material containing bibliographical data, an annotation, a rating and an indication of appropriate level; (3) information on audio-visual materials including film sources, National Geographic'' articles and a version of O Canada'' in German; (4) an annotated list of references for teaching a second language, dictionaries and German authors in English translation; (5) supplementary teaching ideas and activities; (6) evaluation ideas in line with the stated goals and objectives in the accompanying program guide; and (7) useful addresses with brief descriptions of what is available to each one. (AMH)

ED 175 999 CE 017 250

Laramore, Darryl And Others

Career Awareness, Decision-Making, and Job-Seeking Skills. Instructional Guide.

Montgomery County Public Schools, Rockville, Md.

Pub Date-78

Note-95p.

Available from-Director, Supply Management Division, Montgomery County Public Schools, 595 Stonestreet Avenue, Rockville, MD 20850

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Career Awareness, Career Choice, *Career Education, Career Planning, *Decision Making Skills, Educational Objectives, *Job Search Methods, *Learning Activities, Secondary Education, Self Actualization

This instructor's guide is intended to assist in making appropriate decisions about teaching and to help plan, present, evaluate, and expand curriculum materials for a course in career awareness, decision-making, and job-seeking skills. Instructional objectives are provided within six instructional areas: (1) orientation, (2) self-awareness, (3) career awareness, (4) decision making, (5) job seeking/keeping, and (6) theories of vocational choice. Listed with each of the twenty-one instructional objectives is a performance objective, a student assessment statement, a criteria statement, and a list of student activities. A bibliography of supplementary books for teachers and students is included. (LRA)

ED 176 019 CE 020 244

Career and Occupational Development Technical Report: Summary Volume. Career and Occupational Development Report No. 05-COD-21.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-May 78
Contract-OEC-0-74-0506
Note-147p.; For related documents see ED 135 987, ED 137 604, and CE 016 085; Not available in hard copy due to small print
Available from-National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($24.30)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Adult Education, Age Differences, Age Grade Placement, Age Groups, *Career Development, Community Characteristics, *Evaluation, Evaluation Methods, Job Skills, *National Surveys, Occupational Information, Parental Background, Racial Differences, Regional Characteristics, Sex Differences, Socioeconomic Influences, Work Attitudes, *Young Adults
Identifiers-Self Awareness, *Youth Work Experience

A survey was conducted in 1973-74 to assess career and occupational development among young Americans. The more than 100,000 individuals who participated nationally were divided into the four following age categories: nine-year-olds, thirteen-year-olds, seventeen-year-olds, and young adults ages twenty-six to thirty-five. Each group completed a group of exercises designed to assess knowledge or skills generally useful in the world of work, knowledge about jobs, self-appraisal skills, work-related experiences, and work-related values. The variables assessed were (1) region of the country and size and type of community; (2) educational level of parents and self, which included parental education, the relationship between grade and age, and the participant's own education and continuing education; and (3) sex, race, and socioeconomics, which included home environment and family income. (The results are presented in bar graphs, and the appendixes provide probability levels of differences between reporting groups within variables and estimates of percentages of blacks, whites, other races, and nations for the young adult participants.) (ELG)

Arthur, Patricia, Ed.

Resources in Vocational Education, 1979. Volume 12, No. 2.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-300-78-0032

Note-154p.; Not available in paper copy due to small print

Journal Cit-Resources in Vocational Education; v12 n2 1979

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s) title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and adresses are provided for both individuals and institutions. (LRA)

Novick, Phyllis Thomas

A Program To Improve Parenting Techniques and Skills.

Pub Date-Jun 79
Note-108p.; Master's Thesis, Kean College, Union, NJ
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Dissertations/Theses (040)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavior Change, *Child Rearing, *Communication Skills, Learning Activities, Parent Child Relationship, *Parent Education, Parents, *Parent Workshops, *Problem Solving, Self Concept, *Skill Development

This five-session research-based program trains parents in various skills through a series of experiential learning activities. An introductory chapter reviews the problem initiating the study, the purpose, importance, assumption, limitations, and plan of the study, along with a definition of terms. Next, a literature review examines materials which focus on parent involvement, leader guidelines, content, and success. The parent program itself covers the topics of active listening, talking to children, self-concept and acceptance, problem prevention and resolution, and constructive discipline. Plans for each session include step-by-step instructions for the leader, and copies for handouts which provide a workbook and reference for the parents. Each session is structured to include opportunity for small group interaction and support activities. Activities were selected on the basis of appropriateness to the sequence and research evidence supporting their effectiveness. (Author/LS)

ED 176 158 CG 013 759

Cannon-Bonventre, Kristina Kahn, Janet

The Ecology of Help-Seeking Behavior Among Adolescent Parents.

American Institutes for Research in the Behavioral Sciences, Cambridge, Mass.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-79

Grant-90-C-1342

Note-34p.

Available from-American Institutes for Research, 22 Hilliard Street, Cambridge, MA 02138

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affiliation Need, *Child Care, *Economically Disadvantaged, Educational Disadvantagement, *Family Involvement, Parents, *Pregnant Students, Secondary Education, Social Agencies, Welfare Agencies

Identifiers-*Teenage Parents

Because very little is known about teenage parents' own view of their problems, needs, and acceptable resources, over 100 Boston teenagers and related agencies were interviewed. Parental problems were similar to those of older parents, but youthful lack of experience and skills aggravated the situation. The most frequently cited problem was that of poverty or near-poverty, which also aggravated other problems. Whether married or single, all teenage mothers were affected by loneliness and isolation from all except their families. Dependable, affordable child care was very difficult to locate. Despite legal requirements, young mothers experience difficulties completing their education. Help seeking was limited and always centered upon the family. Contrary to the needs, service providers offered little concrete assistance, requiring a waiting period and often serving only the neediest and totally dependent. There often existed a lack of inter-agency coordination, and, in addition, care typically ended after pregnancy, with agencies forcing clients into adversary relationships. Recommendations for overcoming these obstacles are appended. (LS)

ED 176 181 CG 013 782

Cullari, Salvatore Redmon, William K.

Obstacles Affecting the Development of Behavioral Prevention.

Pub Date-16 Jun 79

Note-8p.; Paper presented at the Annual Convention of the Association for Behavior Analysis: International Organization (5th, Dearborn, Michigan, June 16-19, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Science Research, *Behavior Change, Controlled Environment, *Cost Effectiveness, Experimental Programs, Financial Policy, Grants, Human Services, *Mental Health Programs, *Prevention, *Research Design, Researchers

The involvement of behaviorists in primary prevention for mental health programs has been limited, to date. Using behavioral researchers offers several advantages, including the need to emphasize prediction and a priori control of maladaptive behavior, increased cost effectiveness, and increased monies for research. Common obstacles to the participation of behaviorists in prevention programming are showing program effectiveness and demonstrating the benefits which come to a client as a result of intervention. Also, problems appear to exist with the behavioral researcher's reliance on subject-specific experimental designs and variables, which differ from strategies commonly used in the prevention field. In order to incorporate behavioral research prevention, researchers would likely emphasize changing the response classes rather than individual behaviors, identifying and modifying variables responsible for these response classes, and treating the environment rather than the individual. (Author/PJC)

ED 176 203 CG 013 860

Meichenbaum, Donald

Cognitive Behavior Modification Newsletter, Number 4.

Waterloo Univ. (Ontario). Dept. of Psychology.

Pub Date-Jan 79

Note-43p.; For related documents see ED 119 064 and ED 137 645

Available from-Psychology Department, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1 ($3.00)

Pub Type- Collected Works - Serials (022) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adults, *Behavioral Counseling, Behavioral Science Research, *Behavior Change, *Children, *Cognitive Development, Newsletters, Response Mode, Self Control

This newsletter, focusing on literature and research on cognitive behavior modification (CBM), reviews articles and research on CBM with children. Works on retarded children, deaf children and children with learning disabilities are presented, with critical analyses. A parallel section on CBM with adults follows. Problem areas of phobias, anxiety, and self-control as they appear in research and literature are presented. Research on clinical problems and techniques regarding the aged, brain damaged, and schizophrenics is reviewed. Each section includes a bibliographic essay of the year's output. The newsletter concludes with current published references of articles in CBM that were reviewed in earlier CBM newsletters. Addresses of researchers and references to actual studies are included. (Author/BEF)

ED 176 311 CS 205 168

Vacca, Linnea And Others

Pub Date-Apr 79

Note-17p.; Papers presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Course Content, *Curriculum Development, Higher Education, History Instruction, *Integrated Activities, *Interdisciplinary Approach, Music Education, Philosophy, Political Science

Identifiers-*Writing across the Curriculum

This set of five papers suggests that professors in college philosophy, music, government, and history departments, as well as those in English departments, may be able to teach writing in their disciplines, if only they work at the task. The first paper, written by a member of the English department, provides the rationale for the formation of an interdisciplinary writing proficiency steering committee made up of faculty members who teach writing seminar courses. The remaining four papers were written by content area teachers in philosophy, music, government, and history and describe course objectives in those disciplines as follows: to compare and contrast the pedagogy of logic and dance as applied to developing analytic and argumentative skills in philosophy; to translate the language of music into English; to stress use of sources and organizing skills in weighing alternatives in government policy; and to use the study of history in various ways to achieve the traditional approaches to writing the personal, analytical, comparative, descriptive, and the inductive or deductive paper. (AEA)

Speech Communication Education: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-Jun 79
Note-11p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, Doctoral Theses, *Educational Research, Higher Education, Interpersonal Competence, *Medical Education, Psychological Characteristics, Secondary Education, Semiotics, *Speech Communication, *Speech Curriculum, *Speech Instruction
Identifiers-*Communication Research

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: curricula in biomedical communications; communication skill development in student teachers; the status of communication education in Ohio; students' perceived ability to communicate within the classroom; the basic speech course in Missouri public high schools; the role communication apprehension plays in the educational process of a professional school of nursing; identifying interpersonal communication competencies for internships in community education leadership; effects of situational stress on fluency, rate, and proximity behavior of college student speakers; teaching group communication; the teaching of group communication in the secondary schools of Michigan; teaching medical diagnostic interviewing skills; and the implications of selected personality factors and perceptions of communication for the diagnosis and instruction of reticent students. (TJ)

ED 176 420 EA 012 149

District of Columbia Public Schools Comprehensive Education Plan 1980-82.

District of Columbia Board of Education, Washington, D.C.
Pub Date-Sep 79
Note-113p
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Educational Objectives, *Educational Planning, Elementary Secondary Education, *Program Descriptions, *School Systems
Identifiers-*District of Columbia Public Schools

This document discusses policy as well as major goals and objectives for the District of Columbia Public Schools for 1980-82. This multiyear planning process focuses at the local school level where the local school and its community constituents have set forth their plans for accomplishing goals, specifically defining those goals based on individual, group, and community-linked needs. The regional plans take into account the need to render administrative support to local efforts within the framework of regional goals and objectives. Central and support offices and divisions have planned those processes and activities necessary to support local school and regional service delivery systems. Several tables with statistical data are included to support the discussion of the planning process. (Author)

ED 176 519 EC 120 689

Special Education Classification and Standards Project.

New York State Education Dept., Albany.

Pub Date-May 79

Note-22p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classification, Elementary Secondary Education, *Handicapped Children, Individualized Programs, *Labeling (of Persons), *School Services, Staff Utilization, *Student Evaluation, *Student Placement

Identifiers-*New York

Developed by the New York State Education Department at the University of the State of New York, the document presents preliminary study findings which recommend the removal of the current definition of a handicapped child'' and categorical labels such as neurologically impaired''. Modifications are suggested which strengthen the present screening, referral, evaluation, assessment, and the individualized education program processes. A set of program services which provide a range of special education alternatives from the most to the least specialized are considered. The need for initiation of more flexible staffing standards based on a differentiated staffing concept and related to the amount of time students spend in special education program alternatives is stressed. (Author/SBH)

ED 176 540 FL 008 844

Aids to English Language Teaching. Information Guide 4.

British Council, London (England). English-Teaching Information Centre.

Pub Date-Apr 76

Note-34p.

Available from-English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (1 British pound)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Audiovisual Aids, *Bulletin Boards, Childrens Books, Cultural Education, *English (Second Language), *Instructional Aids, Instructional Materials, *Language Instruction, Periodicals, Resource Materials, *Second Language Learning, Teacher Developed Materials

This annotated bibliography of aids in the teaching of English as a second language (ESL) lists materials under the following headings: (1) visual aids specifically designed for ESL teaching, (2) native English educational materials which could be applied to ESL teaching, (3) children's magazines, (4) audiovisual materials on British life and institutions, (5) catalogues of educational resource materials, (6) books on methods of producing and using audiovisual aids in language teaching, (7) a guide to materials for making visual aids (such as various types of bulletin boards), and (8) a guide to sources of supplementary display material. A list of publishers with addresses is appended. (JB)

ED 176 038 CE 021 663

Heyneman, Stephen P.

Investment in Indian Education. Uneconomic? World Bank Staff Working Paper No. 327.

World Bank, Washington, D. C.

Pub Date-May 79

Note-61p.

Available from-The World Bank, Publications Unit, Washington, D.C. 20433 (No Charge)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-Academic Achievement, Adult Basic Education, *Developing Nations, Economic Development, Economic Research, *Educational Benefits, Educational Demand, Educational Development, *Educational Economics, Educational Supply, Enrollment, Equal Education, Geographic Distribution, Illiteracy, *Investment, National Demography, Postsecondary Education, Productivity, *Unemployment

Noting that is often assumed that there is a surplus of education in India, where the literacy rate is three in ten, this paper questions the assumption that the economic returns to investment in Indian education are negative. The case of India is reviewed: a circumstance in which the existance of unemployment has led to the unjustified assumption that external productivity due to education is low. The paper illustrates new ways to use equity in educational planning: in the distribution of per pupil expenditures, examination pass-rates, literacy, trade training, and the availability of books. It also adds two new mechanisms for estimating the economic potential of educational investments: the amount of knowledge acquired in schools and the degree of impact of school resources on academic achievement. From each of these sources the paper concludes that there is reason to question the widely held belief that additional investment in Indian education would be uneconomic. The following are suggested as good investments: basic education (both expanding enrollments and improved quality); mathematics, writing, and other basic skills for adults; and specialized agricultural and technical skills at the postsecondary level. It is pointed out that if undertaken they would also meet other priorities were they directed specifically at those mileius where the need appears to be the greatest and the degree of inequality the most pronounced. (Half of the document consists of tables, e.g., enrollment of scheduled castes by state, distribution of literacy by state.) (JT)

ED 176 077 CE 022 558

Journal of Human Services - Abstracts. Volume 4, No. 3. July 1, 1979.

Aspen Systems Corp., Germantown, Md.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Project Share.
Pub Date-Jul 79
Contract-100-78-0073
Note-116p.
Journal Cit-Journal of Human Services; v4 n3 Jul 1979
Pub Type- Reference Materials (130) - Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Community Services, Counseling Services, Data Processing, Day Care Services, Delinquents, *Delivery Systems, Educational Programs, Employment Services, Federal Aid, Health Services, *Human Services, Information Sources, Interagency Planning, *Management, Management Information Systems, Manpower Development, Mental Health Programs, Needs Assessment, Older Adults, Personnel Management, Physically Handicapped, *Planning, Program Planning, Staff Improvement, State Agencies

Abstracts of documents relating to the planning, management, and delivery of human services are provided in this journal. The journal is divided into four parts: abstracts, arranged in alphabetical order by title; an alphabetical list of authors; an alphabetical list of documents; and a subject index. Each document citation includes ordering information. (JH)

ED 176 115 CE 022 762

Conference Report on Youth Unemployment: Its Measurements and Meaning.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-397p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00346-7)
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Data Analysis, Data Collection, Economic Factors, *Employment Problems, Employment Programs, *Employment Statistics, Employment Trends, Government Role, Job Training, Labor Market, *Measurement Techniques, Military Service, Racial Differences, Resource Allocations, Social Factors, *Unemployment, Work Attitudes, Work Experience Programs, *Youth Employment

Thirteen papers presented at a conference on employment statistics and youth are contained in this report. Reviewed are the problems of gathering, interpreting, and applying employment and unemployment data relating to youth. The titles of the papers are as follow: Counting Youth: A Comparison of Youth Labor Force Statistics in the Current Population Survey and the National Longitudinal Surveys''; The Volatility of the Teenage Labor Market: Labor Force Entry, Exit, and Unemployment Flows''; The Transition from School to Work with Job Search Implications''; The Establishment of Stable and Successful Employment Careers: The Role of Work Attitudes and Labor Market Knowledge''; Economic and Sociocultural Variables Affecting Rates of Youth Unemployment, Delinquency, and Crime''; Racial Differentials in Male Youth Unemployment''; The Effects of Child Labor Laws on Youth Unemployment''; Youth Labor Markets and the Military''; Direct Effects of Employment and Training Programs on Employment and Unemployment: New Estimates and Implications for Employment Policy''; Social Development and Employment: An Evaluation of the Oakland Youth Experience Program''; Control Group Selection''; Methods of Allocating Funds to Alleviate Teenage Unemployment Problems''; and Lowering Youth Unemployment: How Much and What Cost?'' (JH)

Greene, Frank P., Ed.
Reading: The Right to Participate; Twentieth Yearbook of the National Reading Conference.
National Reading Conference, Inc.
Pub Date-71
Note-399p.; Proceedings of the National Reading Conference (20th, St. Petersburg, Florida, December 3-5, 1970)
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Adult Reading Programs, Critical Reading, Critical Thinking, Elementary Secondary Education, Higher Education, Language Development, Linguistics, Readability, Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Processes, *Reading Programs, Reading Readiness, *Reading Research, Reading Tests, Teaching Techniques
Identifiers-*National Reading Conference

Focusing on the right to read, the articles in this volume were drawn from the twentieth annual meeting of the National Reading Conference held in 1970. Among the topics discussed in the 50 articles are the following: oral associates as predictors of verbal ability, reading readiness, the reading process, reading diagnosis, adult reading programs, critical reading and thinking, reading research, reading versatility, measurement techniques, reading comprehension, teaching reading improvement, establishing a reading program, reading ability, readability, flexible efficient reading, study skills, content reading, linguistics, and deprivation and achievement as factors in auditory comprehension. The volume also contains a brief keyword listing for use in locating information on specific topics. (FL)

ED 176 333 CS 205 198

White, Virginia L., Comp. Schulte, Emerita S., Comp.

Books about Children's Books: An Annotated Bibliography.

International Reading Association, Newark, Del.
Pub Date-79
Note-49p.
Available from-International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19711 (Order No. 333, $1.50 member, $2.00 non-member)
Pub Type- Books (010) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bibliographies, Biographies, Booklists, *Childrens Books, *Childrens Literature, Elementary Education, *Literary Criticism, Literary History, Research Reviews (Publications), Teaching Methods, Textbooks

Growing from an awareness of the significant increase in the number of professional books in the field of children's literature, this bibliography has been compiled to meet the needs of teachers, librarians, parents, and others interested in children and their books. The books selected represent new publications (since 1967) and revisions of or supplements to earlier works. The 145 entries are alphabetized by author within each of the following categories: bibliographies; biographies and biographical sketches of authors and illustrators; criticism; histories; indexes; research; teaching methodology; and textbooks. (AEA)

ED 176 376 EA 012 082

Johnson, Grant And Others

Delinquency Prevention: Theories and Strategies.

Westinghouse National Issues Center, Arlington, Va.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-Apr 79
Contract-J-LEAA-004-8
Note-211p.; For a related document, see EA 012 083
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Ability Grouping, Change Strategies, Community Service Programs, Curriculum Development, *Delinquency Causes, *Delinquency Prevention, *Educational Change, *Organizational Change, *Program Development, Program Effectiveness, Youth Employment

A summary of desirable and undesirable components of delinquency prevention programs, this paper is intended to help planners, grantmakers, program operators, and others in the development of such programs. Following an introduction, Chapter 2 presents a critical review of contemporary explanations of causes of delinquency and means used to prevent it. Chapter 3 begins with the assumption that there are arrangements and processes in contemporary social institutions that generate delinquent behavior. It then details ways in which these arrangements and processes should be altered, especially in schools, but also in employment and community service. Chapter 4 describes the characteristics of short-term and smaller scale projects that can be effective in helping some delinquents and in demonstrating principles that may be applied on a larger scale. It emphasizes that such programs ought to be part of a conventional legitimated opportunity in school, work, or community service and not isolate or stigmatize participants. Chapter 5 deals with implementation problems arising in delinquency prevention programs that demand significant changes in organizational routines. It lists difficulties that are to be anticipated (such as organizational inertia and complexity) and conditions that make it more likely that programs will succeed (such as external pressures on organizations that could be resolved by change). (Author/JM)

ED 176 397 EA 012 123

Carroll, Stephen J.

The Search for Equity in School Finance: Results from Five States.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-R-2348-NIE
Pub Date-Mar 79
Contract-400-76-0160
Note-284p.; For related documents, see EA 122-124; Not available in paper copy due to small print of tables
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Finance, Elementary Secondary Education, *Equal Education, *Equalization Aid, Expenditure Per Student, *Finance Reform, Foundation Programs, Income, School District Spending, State Aid, Tax Rates
Identifiers-*California, Fiscal Neutrality, Flat Grant Programs, *Florida, Guaranteed Tax Base Programs, *Kansas, *Michigan, *New Mexico

Part of a three-volume report on the effects of school finance reform, this volume examines reform efforts in California, Florida, Kansas, Michigan, and New Mexico. Data on districts' tax rates, wealth, and number of pupils were obtained from state sources. Data on household income, percent urban, percent white, and percent poverty were obtained from the 1970 Census. Researchers examined for each state pre- and post-reform distributions of revenues, expenditures, and tax rates; the degree to which reform has been accompanied by an increase in intrastate fiscal neutrality; and the kinds of districts benefitting most or least from reform. Results suggest that reform efforts in these states have produced only slightly more equal distributions of per pupil revenues and they have not reduced disparities in instructional expenditures per pupil by much. However, reform has led to a more equal distribution of tax rates in which tax rates have generally fallen in districts where the incidence of poverty is low relative to those where it is high. The state share of support for education has grown. (Author/JM)

ED 176 182 CG 013 783

Manning, Daisy M. Parks

The Effects of a Systematic Guidance Program Upon School Attitudes of Potential Dropouts.

Pub Date-Apr 79
Note-71p.; Ph.D. Dissertation, Walden University, Florida
Pub Type- Reports - Research (143) - Dissertations/Theses (040)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attendance, *Developmental Guidance, *Dropouts, Elementary Education, *Elementary School Guidance, Emotional Development, Empathy, Grade 6, *Guidance Programs, Problem Solving, Social Development, *Urban Dropouts

The effects of a systematic guidance program upon school attitudes of potential dropouts in grade six of one elementary school in the northeast section of Washington, D.C. were assessed. The major findings from the data analysis showed significant differences in the pre- and post-test scores of the 15 students in the experimental group and the 15 students in the control group's attitudes toward school in the four basic curriculum areas. The difference was in the direction of the experimental group having a larger means in the four basic curriculum areas tested by the investigator. Hence, the null hypothesis was rejected. Analysis of the variables leading to dropping out such as the number of reported absentees and disturbances showed no significant difference between the number of absentees reported for the control group and the experimental group during the post-test period; therefore, the null hypothesis was accepted in this area. However, there was a very significant difference between the number of disturbances committed by the control group and the experimental group. The highly structured activities of systematic guidance enabled students to move to the social and psychological stages of developments in which they could consider not only their feelings, but also the feelings of others in problem solving, and thereby counteracted many of their negative responses. (Author)

ED 176 204 CG 013 882

Moore, Bettye Ann And Others

Vocational Rehabilitation in the Treatment Setting: Trainee's Manual.

National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.; System Development Corp., Falls Church, Va.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Pub Date-Jan 76
Contract-271-75-4018
Note-273p.; For related document see CG 013 735
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - General (050)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Drug Abuse, Job Development, Job Placement, Program Design, Program Development, Role Playing, *Trainers, *Training Techniques, *Vocational Counseling, *Vocational Rehabilitation

This trainee's manual is designed to assist those helping professionals responsible for the vocational rehabilitation of drug abusers, including counseling, job development, and job placements. The learning modules focus on the following areas of concern: (1) client assessment, treatment planning, vocational guidance and counseling, and ancillary support services; (2) the role of the vocational rehabilitation specialist in the rehabilitation process; and (3) the employment problems faced by the drug abusing client. Workshop guidelines and time schedules are provided as well as an appendix section on a general overview of psychometric tests. The methodology of the training program is based on information sharing through a balance of lecture presentations and experiential activities such as role playing, skill development, and group discussion. (Author/HLM)

ED 176 225 CS 004 994

Jacquette, Barbara, Ed.
Reading: More Than Minimum Skills. Volume 2.
Arizona State Univ., Tempe. Coll. of Education.
Pub Date-79
Note-100p.; Second Yearbook of the Arizona State University Reading Conference
Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Beginning Reading, Bilingual Education, Early Childhood Education, Elementary Secondary Education, Learning Activities, Mathematics Education, Parent Role, Phonics, *Reading Comprehension, *Reading Instruction, Reading Interests, *Reading Research, Remedial Reading, *Teaching Techniques
Identifiers-*Oral Language

The ten articles in this yearbook were drawn from Arizona State University's Annual Reading Conference. The first two articles present different perspectives on current research in the teaching of reading comprehension, the third offers a systematic plan for teaching comprehension to remedial readers, and a fourth looks at reading as a tool for dealing with technological challenges from the mechanical arts to mathematics and the theoretical sciences. A fifth article offers suggestions for practical classroom activities for building and reinforcing comprehension skills in readers at all stages, the sixth defuses the controversy between the proponents of phonics-based versus meaning-based reading instruction, while the seventh discusses the effect of parents on children's early reading. The eighth article provides evidence of the effect of reading on ideas and life views and the ninth contains a history of speed reading in the United States. The final article describes a skills-based reporting system for migrant children the Migrant Record Transfer System which permits reachers to transmit skill information in the areas of mathematics, early childhood education, oral language development, and reading. (FL)

ED 176 267 CS 205 065

English Language Arts Skills and Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' September 1978 through June 1979 (Vol. 39 Nos. 3 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-26p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Education, Doctoral Theses, Elementary Secondary Education, English Curriculum, *English Instruction, Graduate Study, Graduation Requirements, Higher Education, Individualized Instruction, *Language Arts, *Language Research, *Language Skills, Listening Comprehension, Manuscript Writing (Handlettering), Orthographic Symbols, *Spelling, *Teacher Attitudes, Teaching Methods, Vocabulary Development

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 40 titles deal with a variety of topics, including the following: the effect of prelistening and other activities on comprehension; minimal competencies in Florida high schools; methods of teaching manuscript handwriting; implications of the philosophy of Thomas Aquinas for teaching English; the effect of using electronic media in the language arts classroom; a comparison of three oral language systems in improving kindergarten children's receptive language; vocabulary development techniques; the Doctor of Arts degree in four departments of English; suggestions for career education; studies on spelling achievement and teaching spelling techniques; and administrator, teacher, and student attitudes on language norms, modes of language instruction, and selection of instructional materials. (AEA)

ED 176 290 CS 205 128

Poindexter, Paula M. Stroman, Carolyn A.

Minorities and the Mass Media: A Review of the Literature, 1948-1978.

Pub Date-Aug 79

Note-35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) -- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiences, Blacks, Information Seeking, *Information Sources, *Mass Media, *Media Research, Mexican Americans, *Minority Groups, News Media, Radio, *Television Viewing, *Use Studies

A review of 67 studies examined minorities' media selection/usage, the psychological variables that account for minority exposure to the media, minorities' information sources, and the effects media have on minority audiences. Among the major conclusions are the following: blacks spend less time reading newspapers but more time viewing television (except during prime time) and listening to radio than do whites. High socioeconomic status (SES) blacks read more newspapers and magazines and view more prime time television than do low SES blacks. Although minorities view more television than whites, they are more highly critical of television than are whites, with blacks especially critical. Minorities are still underrepresented in magazine presentations and television programs. Race related items are given little attention in newspapers, and newspapers seldom present minority views on race related issues. Minority participation on newspaper staffs is low, probably because more numerous employment opportunities exist in the broadcast media. The percentage of minority students enrolled in journalism schools is low, but the percentage of minority faculty members is lower. Except for a few studies on Mexican-Americans, other minority groups besides blacks have been ignored in the literature, providing a decidedly unbalanced picture of minorities and the media. (RL)

ED 176 421 EA 012 161

Pannwitt, Barbara, Comp.

A Changing, More Challenging Twelfth Grade . . . Antidotes for Senioritis. NASSP Curriculum Report, Vol. 9, No. 1.

National Association of Secondary School Principals, Reston, Va.

Pub Date-Sep 79

Note-13p.

Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($0.50; quantity discounts; payment must accompany orders of $10 or less)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Alternatives, Graduation Requirements, *Program Descriptions, Secondary Education, *Seniors

This paper offers solutions to the apathy, social disillusionment, absenteeism, and restlessness on the part of twelfth graders approaching graduation. First it discusses causes of senioritis and pinpoints those students most likely to be affected. Types of senior options include bypassing twelfth grade altogether, seventh semester graduation or full-time early release, earning college credit while in high school, part-time early release for off-campus experiential learning, and evening high school or other alternative schools. The end of the report offers names and addresses of 16 schools with a description of program options they offer for graduating seniors. (LD)

ED 176 441 EC 120 425

Mazzullo, Mariann C.

Sample Budget on the Operation of a Committee on the Handicapped.

Mount Pleasant-Blythedale Union Free School District, Valhalla, N.Y.

Note-43p.; Paper presented at the Annual Southern Westchester BOCES Special Education Conference (1st, May 12, 1979)

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Budgeting, *Educational Finance, *Handicapped Children, Operating Expenses, Planning

The paper offers a sample budget for the operation of a Committee on the Handicapped. The rationale for the existence of a budget is discussed and the development of the budget is examined. It is explained that the budget should be developed by those most familiar with the operations of the committee and that budget assumptions should be shared with the Board of Education as part of the planning/budgeting process. Five budget assumptions, such as that there will be X Due Process Hearings (X to be determined by past history, ratio of handicapped children in private schools to be returned to public education), are outlined. A short glossary of terms used in budget forms is included. Sample budget forms such as the summary form; salaries for administrative/supervisory, staff psychologists, summer workers, teacher substitutes, and clerical staff; and for items like office equipment, telephone, and travel, are presented. (PHR)

Lewis, Linda M.

Project IEP: Washington State Report.

Nero and Associates, Inc., Portland, Oreg.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Nov 77
Contract-OEC-0-74-7915
Note-43p.; For related documents, see EC 120 497-499; Inculdes information on the following school districts: Aberdeen, Ephrata, Inchelium; Issaquah, Selah; Spokane; Tacoma
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, Attitudes, Elementary *[illegible]ary Education, Exceptional Child Research, *Federal Legis[illegible], *Handicapped Children, *Individualized Programs, Par[illegible]rticipation, *Parent Role, Role Perception, State Programs, *Tea[illegible]Role
Identifiers-Education for All Handicapped Children Act, Project IEP, *Washington

The document reports the Washington component of Project IEP (individualized education program), a project designed to identify and clarify perceptions related to roles in the IEP process as mandated by P.L. 94-142, the Education for All Handicapped Children Act. It is explained that under Project IEP approximately 200 persons (including state and local education administrators, regular and special teachers, parents of handicapped children and the children themselves, support personnel, and advocacy groups) were given open-ended interviews. Findings and suggestions are reported for the following areas: parental roles (reasons for, barriers to, and consequences of parental involvement); role of teachers and support personnel (increased demands, effects on morale, accountability, and effects on programs for children); and federal/state/local relationships (monitoring, standards, and fiscal needs for implementation). Listed among IEP Panel recommendations are that there is a need for educators to recognize that their specialized vocabulary may not be functional in communicating with noneducators; that additional resources necessary to meet the mandate of the law will be required; and that to assure optimum development of a child's program that includes future needs, a protective clause should be provided to prevent litigation against the local educational agency if services are not provided as projected. (SBH)

ED 176 480 EC 120 528

Henderson-Barrick, Ann And Others

Preschool Speech, Language, and Hearing Program: Establishment, Function, Impact in a Major Urban Setting.

Pub Date-Apr 79

Note-70p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979); Print faint on some pages due to variable quality of original print

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accountability, *Aurally Handicapped, Early Childhood Education, Identification, *Language Handicapped, Learning Disabilities, *Preschool Education, Program Evaluation, Remedial Programs, *Speech Handicapped, Urban Education

Identifiers-*Pennsylvania (Philadelphia)

The document contains three papers presented at the Annual International Convention of the Council for Exceptional Children in 1979, on the establishment, function, and impact of a preschool speech, language, and hearing program (the Preschool Speech, Language and Hearing Program of the School District of Philadelphia). The first paper, The Establishment and Full Function of Preschool Speech, Language and Hearing Program in an Urban Setting'' (A. Henderson-Barrick), focuses on such aspects as program development and delivery of service in the early identification, screening, evaluation, and remediation of speech, hearing, and language disorders in preschool children. The second paper, The Instruction Program and Impact Upon Preschool Communicatively Handicapped Children and Their Parents'' (H. Herrick), does not consider the hearing screening program, but offers among other things some primary considerations that shape program planning for the preschool speech and language handicapped children and their parents. The third paper, Management, Accountability and Feedback Systems Developed to Monitor a Preschool Speech, Language, and Hearing Program'' (L. Scheiner), includes five appendixes consisting of various sample forms. (DLS)

ED 176 520 EC 120 690

Grosek, Robert J.

Functional Skill Characteristics of Community-Bound Mentally Retarded Clients. Technical Report 79-06.

Broome Developmental Center, Binghampton, N.Y.

Pub Date-Jul 79

Note-13p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Adults, Community Programs, *Daily Living Skills, Exceptional Child Research, Institutionalized Persons, *Mentally Handicapped, *Normalization (Handicapped), *Self Care Skills, Success Factors

Five mentally retarded adults from a residential population were placed into the community and rated on their performance in seven common functional domains, including physical, self help, and language skills. The minimal skill in each functional domain that was exhibited by the five clients were identified and compared with scores of 44 mentally retarded adult clients from a general population residing in an institution. It was found that the minimal scores obtained by the five community-bound clients were not unlike the average scores of the inpatient population. Furthermore, such skills as physical movement, receptive language, toileting, and feeding appeared to take precedence over other skills including dressing, grooming, and expressive language. Full attainment of the former skills appeared to be necessary for community placement while only partial attainment of the latter skills seemed to be sufficient. Data suggested that the habilitative planning that is intended to place a client into the community might best be directed at having the client acquire certain skills before others. (Author/SBH)

ED 176 541 FL 009 782

Dissertations and Data-Based Journal Articles on Bilingual Education. Bilingual Education Paper Series.

California State Univ., Los Angeles. National Dissemination and Assessment Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-77

Note-51p.

Available from-National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, CA 90032 ($1.00 copy, $12.00 subscription of 12)

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bibliographic Coupling, *Bibliographies, *Biculturalism, *Bilingual Education, Bilingual Schools, Cultural Factors, Educational Policy, Elementary Secondary Education, English (Second Language), Guides, Information Sources, Information Utilization, Reference Materials, Resource Guides, *Resource Materials, Second Language Learning

This bibliography was prepared to help educators locate recent research on bilingual education. It is divided into two parts: dissertations on bilingual education and data-based journal articles on bilingual education. The first part is taken from Dissertation Abstracts International from January, 1971 through November, 1976, under the headings of bicultural and bilingual. Sections include administration; adult; anthropology; curriculum development and instruction; elementary education; general education; guidance and counseling; language and literature; linguistics; mass communication; minorities; pre-school; psychology, sciences; sociology; special education; speech; teacher training; theory and practice; and vocational. The second part is a selected list of journal articles on bilingual education found in the Current Index to Journals in Education (CIJE), from January, 1971, through September 1976, under the headings bilingual and bicultural. Sections include counseling and personnel services; disadvantages; early childhood education; educational management; exceptional; handicapped and gifted children; languages and lingusitics; reading and communication skills; rural education and small schools; social studies/social science education; teacher education; and tests, measurement and evaluation. Detailed information of each dissertation and article may be found in DAI and CIJE by referring to the volumes and pages given in the bibliography. (Author/NCR)

ED 176 561 FL 010 606

Secondary German Program Guide.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch

Pub Date 76

Note-54p.; For related document see FL 010 605

Available from-Publication Services, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 1X4

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Course Content, Course Descriptions, *Course Objectives, Educational Objectives, *German, Instructional Aids, Instructional Materials, *Language Instruction, *Language Programs, Language Tests, Learning Activities, *Program Content, Reference Materials, Secondary Education, Second Language Learning, Teaching Methods

Identifiers-Canada (West)

This guide consists of a set of goals and learning outcomes for the entire secondary German program, with emphasis on practical application of present-day spoken and written German. The goals and outcomes are divided so as to provide a suitable structure for course development and materials selection at the local level. The importance of evaluation is discussed, and the goals and outcomes are spelled out for each of ten levels'' and for culture. The ten level system shows a sequential development and can be adapted for programs of varying types and lengths. An appendix contains a paper that examines current research into the importance of learning a language, the ideal stage in child development to begin the study of a second language, effective language teaching, how children learn languages, and several other factors to be considered in setting up a language program. An extensive bibliography completes the volume. (AMH)

LeBlanc, Carol
Job Search Tips for Women.
Arizona State Dept. of Economic Security, Phoenix.
Pub Date—77
Note—15p.; Not available in paper copy due to colored print on colored paper
Pub Type—Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Career Planning, Data Sheets, *Employment Interviews, Employment Opportunities, Employment Qualifications, *Females, Job Application, *Job Search Methods, *Self Evaluation

This booklet contains a self-appraisal inventory and some tips on job hunting which are intended to assist women who have not worked for a while, have never held a job before, or want to change careers. The self-appraisal inventory is designed to help the user pinpoint educational and vocational experiences, skills, and special abilities that will be of interest to a prospective employer. The job hunting tips are designed to help the user determine career goals, identify educational and training needs, find employment opportunities, and prepare for the employment interview. (BM)

ED 176 058 CE 022 132

Spetz, Sally H.

Quantity Vs. Quality in Research Proposals: An Empirical Justification for Limiting the Length of USOE Grant Applications.

Conserva, Inc., Raleigh, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 79
Note-23p.; Appendix A will not reproduce well due to small, light print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Analysis, *Correlation, *Evaluation, Evaluation Criteria, *Project Applications, Quality Control, *Research Proposals, Success Factors, *Vocational Education

A study analyzed vocational education research applications submitted to the U.S. Office of Education for potential funding in fiscal year 1975 to determine if there is a point of diminishing returns in quality as the number of pages in a research proposal or application are increased. A total of 353 applications were used to explore the relationship between proposal length and quality. Proposal length was determined by three measures: (1) the sum of pages devoted to objectives and need, results and benefits, and the approach; (2) the total program narrative, including (1) above; and (3) the total page count in the application. Proposal quality was determined by mean evaluator rating of the applications. Proposals were evaluated on such criteria as addressed priority area, need and problems, objectives, plan, results, personnel, institutional commitment, and budget. The results of regression analyses indicate that the number of pages in a research application is, up to a point, positively related to the evaluator rating of the application. After that point, the addition of further pages does not add to quality and, in fact, diminishes the proposal's rating. Based on the findings, the study concludes that a proposal's rating ceases to increase when the total length exceeds 132 pages. (LRA)

ED 176 500 EC 120 595

Heinemann, Alison

Star Power: Providing for the Gifted & Talented. Module 1. Characteristics of the Gifted/Talented.

Education Service Center Region 13, Austin, Texas.

Pub Date-77

Note-75p.; Due to copyright restrictions the appendixes are not included in the series; Best Available Copy; For related information, see EC 120 594-604

Available from-Education Service Center, Region XIII, 7703 North Lamar Boulevard, Austin, Texas 78752 ($78.00 per set; $10.00)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Secondary Education, *Gifted, *Inservice Education, Inservice Teacher Education, *Student Characteristics, *Talented Students, *Talent Identification, *Teacher Evaluation, Teacher Workshops

The document presents Module 1, characteristics of the gifted/talented student, of the Star Power modules, developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. The goals of Part I on identification of the gifted/talented are to recognize a variety of gifts besides academic/intellectual abilities and to gain an understanding of what gifted/talented students are like. Part II focuses on understanding the limitations of IQ and achievement tests as measures of giftedness and discovering other ways to recognize giftedness. Each part is divided into sections with the following: enabling objectives (such as identify and correct misconceptions commonly associated with giftedness); rationale to establish a frame of reference; preassessment tests and evaluation; instruction for scoring the preassessment instrument; activities (which cover such topics as negative traits in gifted/talented and detection of bias in tests); and postassessment evaluation procedures. (SBH)

ED 176 020 CE 020 319

12 Steps to Career Education: A Step-by-Step Process Handbook That Enables LEAs to Plan and to Develop Comprehensive Career Education Programs.

Interinstitutional Consortium for Career Education, Salem, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-95p.; Not available in hard copy due to light and broken print; For related documents see CE 020 320, ED 132 284, and ED 132 786
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role, *Career Education, Community Involvement, Comprehensive Programs, *Elementary Secondary Education, Instructional Improvement, *Objectives, *Program Development, *Program Planning
Identifiers-Education Amendments 1974

Designed for use by local education agencies, this handbook develops a twelve step process that facilitates the planning and development of comprehensive career education programs. The twelve steps are (1) involve administrators, teachers, and counselors; (2) involve the school board; (3) select a district career education coordinator; (4) inform parents, students, and the community; (5) establish a district steering committee; (6) establish program goals; (7) establish building level task forces; (8) conduct a status assessment; (9) select from programs that work; (10) write an adoption/adaptation plan; (11) write an evaluation plan; and (12) implement the program. Each step is presented in four parts: a brief capsule of what is involved, a statement of the major goal for the step, indication of what observable evidence will indicate the goal has been attained, and a list of suggested methods, materials, and sequences for taking action necessary to attain expected outcomes. In addition, the individual or group who might carry out each procedure is listed. Appended material includes a discussion of the eight elements of career education, suggested procedures for establishing goals, and a guide to status assessment. (LRA)

Arthur, Patricia, Ed.

Resources in Vocational Education, 1979. Volume 12, No. 3.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-79

Contract-300-78-0032

Note-115p.; Not available in paper copy due to small print

Journal Cit-Resources in Vocational Education; v12 n3 1979

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Education, Curriculum Development, Instructional Materials, *Research Projects, *Technical Education, *Vocational Education

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s) title, institutional source, sponsoring agency availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

ED 176 136 CG 013 726

Riechmann, Sheryl Wetter

Learning Styles: Their Role in Teaching Evaluation and Course Design.

Pub Date- 79
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Environment, *Cognitive Style, *College Students, Developmental Psychology, Higher Education, Individual Characteristics, *Learning Characteristics, *Student Characteristics, *Student Evaluation of Teacher Performance, *Student Teacher Relationship

Whether planning a course or trying to interpret the evaluation data from a completed one, it helps to know about the students involved. Student demographic data are of some use; however, another source of data student learning styles may prove more valuable. Student style and preference variables have been found to account for approximately 50% of the variance in students' ratings of teaching in one study. A number of models are available for viewing student learning styles. Some of these focus on student interactions and reactions in the classroom, some focus on the developmental changes students go through in their thinking as they grow older, or progress through school and still others attend to the cognitive dimension of how students perceive, interpret and manipulate information. Each of these approaches provides a special insight into student differences and to the need for teaching methods and course designs which tap the energy and resources of our varied student population. (Author)

ED 176 159 CG 013 760

Objectives of Youth Advisory Services.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Pub Date-78

Note-35p.

Available from-WHO Regional Office for Europe, Scherfigsvej 8, 2100 Copenhagen, Denmark

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Community Health Services, *Health Services, *Interagency Cooperation, *International Studies, *Mental Health Programs, Needs, Regional Characteristics, Social Organizations, *Youth Agencies

Identifiers-*World Health Organization

Professionals concerned with youth advisory services from 10 countries met to exchange appropriate experiences and information on their role, organizations and operations, especially within the framework of other community services. Changes in their roles and objectives received special attention to determine possibilities for prevention and early detection of physical and mental illness. Youth advisory services in all European countries have become an accepted and necessary community service, fitting into the existing network of social services. Mental illness detection and prevention constitute a major endeavor. Broad objectives were agreed upon, but specifics need more precision and reappraisal, as does partnership with other youth services. Local, national and international youth advisory service coordination and collaboration vary greatly in their stages of development. Constraints, especially concerning innovation and finance, are considerable. Research and evaluation are recognized as important. Needs and the activities serving them demand flexibility and continuing reassessment. Youth advisory services can create social change and assist in comprehensive mental health strategy. (Author/LS)

ED 176 312 CS 205 170

Frye, Thomas F. Ligon, Glynn

ESAA Pilot: Written Composition Program. Final Technical Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Jun 79

Note-129p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Achievement Tests, *Classroom Observation Techniques, *Composition (Literary), Educational Research, Elementary Education, Evaluation Methods, Experimental Programs, *Interdisciplinary Approach, *Measurement Instruments, *Program Evaluation, Questionnaires, *Writing Skills

This volume contains information on a pilot writing program, involving approximately 900 kindergarten through fifth grade students, designed to test the impact of emphasizing written composition during the language arts instructional period only, as compared to emphasizing composition skills during both language arts and social studies/science instruction. The report describes the instruments used in the programn assessment of writing skills, the California Achievement Test, a teacher questionnaire, a pupil activity record, a teacher-classroom observation form, and the Boehm Test of Basic Concepts and the results of administering those instruments. Among the conclusions reported are that students who received composition instruction in both subject areas improved their writing skills significantly. (AEA)

ED 176 334 CS 205 199

Stanford, Gene And Others

How to Handle the Paper Load. Classroom Practices in Teaching English, 1979-1980.

National Council of Teachers of English, Urbana, Ill.

Pub Date-79

Note-134p.

Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 06897, $4.50 member, $5.00 non-member)

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - General (020) - Books (010)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Composition (Literary), Content Analysis, Editing, Elementary Secondary Education, *English Instruction, Evaluation Methods, Higher Education, Journalism Education, Role Playing, *Student Evaluation, *Teaching Methods, *Teaching Techniques, Ungraded Programs, Writing Exercises, *Writing Skills

Identifiers-Student Journals

This collection of 27 articles written by educators suggests to classroom teachers creative ways of teaching writing well even when confronted with unreasonably large classes. The articles are presented under six main headings: ungraded writing, teacher involvement not evaluation, student self-editing, practice with parts, focused feedback, and alternative audiences. The first section deals with free-writing, journals and other nongraded activities that can have an effect on students' skill development; the second section presents ways teachers can become directly involved in the writing process lab tactics, role playing, and writing along with their students; the third section deals with ways students can identify and correct weaknesses in their own work before submitting it; the fourth section suggests the identifying of specific skills students need to practice and of ways to practice them with shorter forms or with particular aspects of writing; the fifth section recommends that teachers focus on a few errors that can be corrected by students at their present level of skill; and the last section includes methods involving peer evaluation and proofreading of student writing, and setting up critique groups in the classroom. (AEA)

ED 176 356 CS 502 634

Bortnick, Jane, Ed.

Information and Communications: Congressional Clearinghouse on the Future, Chautauquas for Congress, March, 1979.

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date-Jun 79

Note-39p.

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communications, *Futures (of Society), *Government Role, *Information Dissemination, Mass Media, Technological Advancement, Telecommunication

This report contains excerpts from the proceedings of a month-long program of workshops, panel discussions, and other activities that involved legislators and representatives of the communications industry and that focused on the future of communications and information. The first section presents an edited summary of a panel discussion that addressed questions concerning two areas: the social impact to be expected over the next decade as a result of changes in information and communications technology, and the most important action Congress can take in the coming years to deal with the impacts of these changing technologies. The second section offers recommendations and commentary drawn from eight workshop discussion groups that dealt with the following topics: consumer services, sharing versus restricting information, the role of the media, intergovernmental information sharing, federal government policies and practices, private sector activities and services, international information exchange, and the impact of information technology. The third section contains a list of the participants in a technology fair'' and a schedule of the movies shown at the fair. The final section presents a transcript of a discussion entitled Dialogue on America's Future'' that involved both legislators and members of the communications community. (FL)

Cosgrove, Glenna Moore, Harold W.

Competency Based Competitive Events. Integrating DECA into the DE Instructional Program.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Arkansas Univ., Fayetteville.
Pub Date-Aug 78
Note-397p.; Not available in paper copy due to colored paper
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communications, *Competition, *Cooperative Education, *Distributive Education, *Experiential Learning, Fashion Industry, Food Service Occupations, Human Relations, *Learning Activities, Management, Marketing, Mathematics, Merchandising, Performance Based Education, Producer Services, Retailing, Sales Occupations
Identifiers-*Distributive Education Clubs of America

Designed to be integrated into a competency-based distributive education program, these competitive DECA (Distributive Education Clubs of America) events were developed, utilized, and evaluated by distributive education and cooperative education coordinators in Arkansas. These events are organized under the following occupational categories: food service; apparel and accessories; general merchanise; and food marketing. They are further divided into instructional areas under each occupational category. The instructional areas covered include selling, display, human relations, communication, mathematics, produce and service technology, advertising, management, operations, and merchandising. Competencies to be tested, objectives, and a brief description are provided for each event, along with instruction sheets for staff, students, customers, and judges. A final evaluation sheet is also included. (BM)

Oklahoma Adult Basic Education Teachers' Handbook.

Oklahoma State Dept. of Education, Oklahoma City. Adult Education Section.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-39p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Basic Education, Adult Counseling, Educational Objectives, Educational Psychology, Enrollment, High School Equivalency Programs, *Program Descriptions, Reading Instruction, *School Holding Power, Student Characteristics, *Student Recruitment, Teacher Associations, Teacher Selection, *Teaching Techniques

Identifiers-*Oklahoma

Three sections of information are provided in this guide designed for prospective and present adult basic education (ABE) teachers in Oklahoma. The first section provides basic information on ABE programs. Topics include the following: the ABE learning center concept, the origin of ABE, purpose of the ABE program, Oklahoma's adult student body, goals of ABE teachers, selection of ABE teachers, professional organizations of ABE teachers, adult education regulations; new General Education Development (G.E.D.) Test information, administration of the G.E.D. Test, suggested competencies for ABE teachers, and criteria for ABE materials. The second section discusses and provides suggestions on student recruitment, enrollment, and retention. The third and final section provides information on teaching tips and techniques. The following items are discussed: the psychology of learning, student observation, characteristics of adult learners, characteristics of good teaching, how to be a better leader, a teacher's self-appraisal, conversation topics, some teaching techniques in reading, and counseling ABE students. (JH)

ED 176 116 CE 022 768

Valentine, Ivan E. Larson, Milton E.

The Preparation and Utilization of Instructional Packages and Media for Local Directors of Vocational Education. Final Report.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Note-112p.

Pub Type- Reports - Research (143) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Administrator Education, Classroom Observation Techniques, Communication (Thought Transfer), Curriculum Development, *Educational Administration, Human Relations, *Inservice Programs, Instructional Materials, Leadership Training, *Learning Modules, Motivation, Professional Development, Vocational Directors, *Vocational Education

A project was conducted to develop seven instructional modules, including related media, designed to help local vocational directors improve their management skills. The format and terminology used was consistent with that included in the preservice graduate administrative program at Colorado State University. Each module consists of an overview, behavioral objectives, procedural instructions, an instructional information sheet, a slide type series, and a video tape. The module titles include the following: (1) Elements of Motivation, (2) Human Relations, (3) Classroom Observation and Supervision, (4) Curriculum Management: A Systems Approach, (5) Communication Systems and Techniques, (6) Professional Staff Management and Development, and (7) Leadership Styles and Development. (Major contents of this report consist of the written portions of each of the seven modules.) (JH)

ED 176 247 CS 005 030

Causey, Oscar S., Ed. Bliesmer, Emery P., Ed.

Research and Evaluation in College Reading; Yearbook of the Annual Meeting of the National Reading Conference for College and Adults (9th, Fort Worth, Texas, December 3-5, 1959).

National Reading Conference, Inc.
Pub Date-60
Note-135p.
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Reading Programs, College Students, Evaluation Methods, Higher Education, Program Content, *Reading Comprehension, *Reading Diagnosis, *Reading Instruction, *Reading Programs, *Reading Research, *Reading Tests, Student Attitudes, Teaching Techniques
Identifiers-*National Reading Conference

Focusing on research and evaluation in college reading, the papers in this volume were drawn from the ninth annual meeting of the National Reading Conference held in 1959. Among the topics discussed in the 19 papers are the following: a proposed model of reading comprehension, factors affecting reading test performance, student attitudes toward reading, research in reading at the University of Michigan, reading tests and college performance, improving reading in the subject matter areas, vocabulary development for mature students, similarities and differences in college and adult programs, counseling in the reading program, the measurement of reading comprehension, the relationship between reading and intelligence scores, evaluation of eye-movement photography in reading diagnosis and reading training, integrating the reading program into the curriculum, initiating the college or adult reading program, and keeping reading programs in operation at the college level. (FL)

ED 176 377 EA 012 083

Croan, Gerald M. And Others

State Options for Supporting Delinquency Prevention: A Working Paper.

Westinghouse National Issues Center, Arlington, Va.

Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

Pub Date-Apr 79

Contract-J-LEAA-004-8

Note-66p.; For a related document, see EA 012 082

Pub Type- Guides - General (050) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Delinquency Prevention, Grants, Organizational Change, Program Development, Program Effectiveness, Program Evaluation, *Program Planning, *State Agencies, State Programs, Technical Assistance

Identifiers-Formula Grants Program, *State Planning Agencies

A supplement to the related document ``Delinquency Prevention: Theories and Strategies,'' this paper analyzes the options for state agencies (particularly state planning agencies participating in the Law Enforcement Assistance Administration formula grant program) to promote and support program forms recommended in the companion document. It is expected that the recommended delinquency prevention program forms will require experimentation and refinement. Following an introduction, section 2 of the document presents a summary of the related publication. Section 3 considers state planning agency resources, identifies characteristics of the delinquency prevention programs recommended in section 2 that may present particular implementation problems for state planning agencies, and suggests options for deploying state planning agency resources to deal with these problems. As a way of summarizing and linking the options, section 4 presents a possible sequence of work, starting from the early conceptual and organizational stages and proceeding through to the development and evaluation of local prevention programs. Section 5 briefly summarizes the key points of the paper and stresses the need for continuous revision of programs. (Author/JM)

ED 176 398 EA 012 124

Park, Rolla Edward Carroll, Stephen J.

The Search for Equity in School Finance: Michigan School District Response to a Guaranteed Tax Base.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-R-2393-NIE/HEW
Pub Date-Mar 79
Contract-300-76-0065; 400-76-0160
Note-37p.; For related documents, see EA 012 122-123; Some tables may not reproduce clearly due to small print
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Finance, Elementary Secondary Education, *Equalization Aid, Expenditure Per Student, *Finance Reform, Foundation Programs, *School District Spending, State Aid
Identifiers-Guaranteed Tax Base Programs, *Michigan, State Matching Grants

Part of a three-volume report on the effects of school finance reform, this volume examines the effects of reform on Michigan school districts' budgets from 1971 to 1976. Econometric models were used. Researchers found a very small "price" effect an elasticity of -.02. The data provide no evidence that state matching grants stimulate school district expenditures enough to be a useful policy tool. It was also found that state block grants exert a very small influence on school district expenditures. Results imply, however, that expenditures are increased by 32 to 38 percent of the amount of state or federal categorical aid. Researchers found significantly higher expenditures in school districts serving populations that are wealthier, higher income, employed in higher-level positions; more minority, and more urban. Expenditures are significantly lower in school districts serving populations tending to live in owner occupied housing and tending to be in poverty. (Author/JM)

ED 176 442 EC 120 426

Mazzulo, Mariann C.

The IEP.

Mount Pleasant Blythedale Union Free School District, Valhalla, N.Y.

Pub Date-1 May 79
Note-34p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Definitions, *Educational Legislation, Educational Objectives, Elementary Secondary Education, *Handicapped Children, *Individualized Programs, School Districts, State Legislation
Identifiers-Chapter 853 (New York State Education Law), *Education for All Handicapped Children Act, New York

The paper explores aspects of an individualized educational program (IEP) for use with handicapped school age children. An IEP is defined, the target group established, and components of the IEP are outlined. Some of the philosophical and legislative background for the IEP are discussed and its place within the school district framework is examined. Steps in the planning of an IEP are enumerated and six statements limiting the scope of the IEP are offered. The components of an IEP, such as a profile statement with priority goals and short term objectives with specific evaluative conditions and criteria, are listed. Definitions from the Education for All Handicapped Children Act (Public Law 94-142) and Chapter 853 (New York State Education Law) and related services mandated by law are quoted. A sample IEP form from a local school district and a list of areas for instructional goals are included. (PHR)

ED 176 039 CE 021 696

Kasworm, Carol E.

Students Older Than Average: Research and Implications.

Pub Date-19 Oct 78

Note-31p.; Paper presented at the annual Conference on Open Learning and Nontraditional Study (5th, Kansas City, Kansas, October 19, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Students, *Ancillary Services, *Educational Needs, Educational Programs, Educational Research, Higher Education, Nontraditional Students, *Student Characteristics, Student Role

Students older than average have usually been defined as adults 25 years of age or older. Research findings note that these students appear to be a different kind of learner than younger students. Older students are more mature, have a well developed analytical-problem-solving capacity, tend to be more motivated, are more goal oriented, spend more time studying, and state they prefer instructor-centered instruction. Because of the special characteristics of these students, modification of present academic programs is needed. Changes in support services are also needed. Supportive service should be oriented toward providing the important linking of the student and the academic program both at pre-entry and during the learning process. (JH)

ED 176 226 CS 004 995

Tierney, Robert J., Ed. Lapp, Diane, Ed.

National Assessment of Educational Progress in Reading.

International Reading Association, Newark, Del.

Pub Date-79

Note-48p

Available from-International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19711 (Order No. 723, $2.00 member, $3.00 non-member)

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Basic Education, Criterion Referenced Tests, Educational Assessment, Elementary Secondary Education, *National Competency Tests, National Programs, National Surveys, *Reading Achievement, Reading Instruction, *Reading Research, *Reading Tests

Identifiers-*National Assessment of Educational Progress

This publication was developed to provide factual information and interpretive commentary on the National Assessment of Educational Progress in Reading, a federally funded survey of the educational attainments of representative samples of children and adults in the United States. It summarizes the context and results of the 1970-71 and 1974-75 national assessments in reading that indicate achievement gains for several population groups. Discussions of the implications for various persons at all levels of reading instruction written by experts in special areas of reading are included. The strengths and weaknesses of the two reading assessments are examined and suggestions are made for needed improvements for purposes of subsequent assessment. (MKM)

ED 176 268 CS 205 081

Cardarelli, Aldo F.

Twenty-One Ways to Use Music in Teaching the Language Arts.

Pub Date- 79
Note-11p.; Guide prepared at Indiana State University, Evansville.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Integrated Activities, *Language Arts, *Music, *Music Activities, Reading Instruction, Spelling, Teaching Techniques, *Vocabulary Development

Twenty-one activities that integrate music and the language arts in order to capitalize on children's interests are described in this paper. Topics of the activities are as follows: alphabetical order, pantomime, vocabulary building from words of a favorite song, words that are the most (whatever)'' from songs, mood words, a configuration clue mystery, nonsense word songs, reacting to music, rhyming, pronunciation, handwriting, spelling, poetry-choral speaking, composition (writing lyrics), writing letters to persons involved in music, crossword puzzle, song pluggers, researching the lives of composers or music artists, exchanging cassette tapes with another school, selecting theme songs for each student, and self-esteem. (MKM)

ED 176 422 EA 012 162

Fletcher, Matthew R. And Others

Management Procedures for Anticipated Work Stoppages.

Spons Agency-New York State Council of School District Administrators, Inc., Albany.
Pub Date-Jun 79
Note-53p.; Not available in paper copy due to colored paper used in document ; Sponsored in part by the New York State Association of Management Advocates for School Labor Affairs
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Planning, *Principals, School Districts, *School Superintendents, *Teacher Strikes

This document is a guide for school administrators in New York State in preparation for a district strike plan. The forms provided in the appendix may be reproduced for use within the school district. Information on strike management procedures are provided for superintendents and principals, including such topics as legal measures to take, calling on police for emergency aid, and suggested management aids like use of informants, photos of union officers, and keeping substitute teacher lists under lock and key. (LD)

Murphy, Harry J., Ed.

Additional Readings on the Northridge Model of Postsecondary Education for Deaf Students. National Center on Deafness Publication Series No. 3.

California State Univ., Northridge.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; California State Dept. of Rehabilitation, Sacramento.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-79

Note-115p.; For publications #1 and #2, see ED 123 812 and ED 132 807

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Achievement, Ancillary Services, Conceptual Schemes, *Deaf, *Deaf Interpreting, *Mainstreaming, Models, Post Secondary Education, Sign Language, *Special Services, Student Attitudes, *Universities

Identifiers-*California State University Northridge

The book describes an integrated model of postsecondary education for deaf students developed at California State University, Northridge. The model uses the facilities and services of a regular university, offering special support services only where absolutely needed to insure the success of deaf students. Lectures are translated into sign language, which has been proven to be as efficient as spoken language. In the 15 years since the mainstreaming program began at Northridge, there has been no evidence of any relationship between degree of hearing loss and academic achievement. Other aspects of the Northridge model covered in the report include a survey of attitudes and perceptions of hearing and hearing-impaired students, consumer evaluation of support services, the educational and family backgrounds of the deaf students, a profile of the deaf students during the Fall semester of 1976, a comparison of the majors of deaf and hearing students, and the relationship between degree of hearing loss and academic achievement. A brief history of the National Center on Deafness is also presented. (DLS)

ED 176 521 EC 120 741

Brekke, Beverly

An Assessment of the Need for Sex Education for the Mentally Retarded in North Dakota.

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date-Jan 79

Note-61p.

Available from Bureau of Educational Research and Services, Box 8158-University Station, Grand Forks, North Dakota 58202 ($1.50, query for quantity price)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Assessment, Elementary Secondary Education, *Mentally Handicapped, *Needs Assessment, *Questionnaires, *Sex Education, State Agencies, *State Programs

Identifiers-*North Dakota

An assessment of the need for sex education for the mentally retarded in North Dakota is presented. A questionnaire was constructed and responses were received from 69 agencies having contact with the mentally retarded. The results of the questionnaire are provided in tabular form along with information on derived relationships to clarify the needs for sex education for this population. Among the findings are that there is a significant need to provide training for teachers and agency personnel in sex education for the mentally retarded, that the state plan must take into account this need, that the sexual needs of the mentally retarded are not understood by the general population, and that the education of the public to an acceptance of the sexuality of the retarded may be as critical as educating the mentally retarded. Seven recommendations are made including such suggestions as the development of a viable state plan which would coordinate agencies in the delivery of sex education services. Appended are the letter sent to the agencies, the questionnaire, a list of the committee members, and comments on specific needs (taken from the survey form). (Author/PHR)

ED 176 562 FL 010 626

Albanian: A Survey of Albanian Language and Literature. Area Background Studies.

Defense Language Inst., Monterey, Calif.

Pub Date-Jan 66

Note-53p.; For related documents, see FL 010 627-628, FL 010 634, and FL 010 637-648

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, *Albanian, Audiolingual Methods, Classroom Materials, Communism, Diachronic Linguistics, Greek, *Instructional Materials, *Language Instruction, *Language Research, Latin, Linguistic Borrowing, *Literature, *Second Language Learning, Slavic Languages, Turkish, Uncommonly Taught Languages

This survey of Albanian language and literature is a synopsis of linguistic studies and literary achievements in Albania. The first chapter discusses the origin of the Albanian language. The next chapters deal with the Greek, Latin, Slavic, and Turkish influences on the Albanian language. The influence of Albanian on other Balkan languages and the relationship between Albanian and Romanian are also discussed. The survey of the literature is divided into four chapers: (1) the first Albanian texts, (2) the Romantic movement, (3) literary achievements from independence to communist dictatorship, and (4) literature under communism. (NCR)

ED 176 059 CE 022 134

Dannenberg, George And Others

Utilization of the Elderly in Child Welfare Services. Final Report.

New Jersey State Div. of Youth and Family Services, Trenton. Bureau of Research, Planning, and Program Development.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-Nov 78
Grant-90-A-1023
Note-292p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Age, Child Abuse, *Child Care Workers, *Child Welfare, Employee Attitudes, Employment, Financial Support, Individual Characteristics, Manpower Utilization, *Older Adults, *Paraprofessional Personnel, Race, Social Attitudes, Social Workers, *Volunteers

A study of the potential of using older people as aides in child welfare services involved interviews with 467 older people and 95 social work professionals in New Jersey. Focus was on relationships among individual differences such as attitudes and beliefs, potential areas of conflict between staff and the elderly volunteer, and what roles and tasks the experienced professionals felt older people could carry out. Interview schedules dealt with demographic variables such as age, sex, and race as well as with attitudes toward children, aging, and self and others. A literature review examined the problems which surround the elderly and the abusing parent. Analysis of data concentrated on the attitudes of professionals toward the concept of using the elderly in child welfare services and on the distinguishing features between elderly people who are involved in programs and those who are not, between volunteers and those who are reimbursed, and between those who are likely to volunteer or work and those who are unlikely to. Recommendations include these: (1) increase funding and available slots for elderly in such programs as Green Thumb and the Foster Grandparent Program, (2) lift programatic and income restrictions and restructure Social Security rules to allow older people to earn more money, (3) provide extensive training programs for both the elderly and for the professionals with whom they will be working, and (4) study such possibilities as involving the private sector in provision of work for the elderly, restructuring the work day, and establishing a U.S. Savings Bond series for financing work programs for older people. (Questionnaires are included.) (JT)

ED 176 137 CG 013 727

Spirito, Anthony Erickson, Marilyn T.

A Developmental Study of the Relationship Among Irrational Beliefs, Behavior Problems, and Neuroticism in Adolescent Boys.

Pub Date- 77

Note-18p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, *Behavior Problems, *Beliefs, Developmental Psychology, *Maladjustment, Neurotic Children, Problem Children, *Psychological Patterns, *Rational Therapy, Secondary Education

Rational-Emotive Therapy states that maladaptive behaviors and emotional problems are the result of certain irrational beliefs that people hold and a number of empirical investigations with adult subjects have supported this claim. To determine whether the relationship between irrationality and psychological adjustment holds for adolescents, one hundred and eighty-four boys in the seventh, ninth, and twelfth grades were administered the Common Beliefs Survey III, to measure irrational beliefs, and the Neuroticism Scale Questionnaire. The advisors of each of the boys were also asked to rate the boys on the Behavior Problem Checklist. Data analysis revealed that the developmental trends for the irrational beliefs were generally different from those for neuroticism and behavior problems. The results suggest that the scales for irrational beliefs, neuroticism and behavior problems are not measuring the same entity during adolescence. These results were confirmed by correlational analyses since very few significant positive correlations were found among the scales. (Author)

ED 176 183 CG 013 784

Schlesinger, Stephen E.

Malpractice and Clinical Judgments: The Mental Health Perspective.

Pub Date-5 May 79

Note-12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)

Pub Type- Reports - General (140) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Court Litigation, *Health Personnel, Institutions, *Legal Responsibility, *Mental Health, Patients (Persons), *Professional Personnel

Identifiers-*Malpractice

The establishment of liability for practice, and the granting of a limited immunity from liability, are intended to have different effects on clinical practices. Establishing a limited immunity from personal liability for clinicians may lead to less protection of the constitutional rights of patients, whereas increasing malpractice liability for clinical practices may contribute to the protection of patients' constitutional rights. Further, the statutes governing mental health practices may be effective in protecting the rights of patients because they can spell out the requirements of practice in an area where rights violations may be common. (Author/PJC)

ED 176 205 CG 013 929

Domestic Violence, 1978; Hearings Before the Subcommittee On Child and Human Development of the Committee on Human Resources, United States Senate, Ninety-Fifty Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-78

Note-714p.; Best copy available; pp128-150 of marginal reproducibility. For related document see CG 013 794

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF04/PC29 Plus Postage.

Descriptors-*Crisis Therapy, Emotional Response, *Family Problems, *Federal Legislation, *Females, Guidance Centers, *State Legislation, *Violence

Identifiers-*Domestic Violence

This volume contains the transcripts from the 1978 Congressional hearings from the subcommittee on child and human development. Major topics focus on domestic violence and relevant legislation. Witnesses represented such organizaitons as State Departments of Health, Education and Welfare, the U.S. Senate, Comission on the Status of Women and the National Association of Social Workers. Areas covered include testimony of abused spouses, descriptions of emergency shelter programs and discussions on various pieces of legislation pertaining to domestic violence. (BMW)

CS

ED 176 291 CS 205 130

Palmgreen, Philip And Others

Relations between Gratifications Sought and Gratifications Obtained: A Study of Television News.

Pub Date-Aug 79

Note-38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Information Seeking, Journalism, Mass Media, *Need Gratification, *News Media, *News Reporting, *Television Research, Television Surveys, *Television Viewing, Use Studies

Questions concerning the relationship between gratifications sought (GS) and gratifications obtained (GO) were explored in a study of determinants of exposure to national network television evening news programs. The categories of gratifications, derived from a number of studies of television and political news, were (1) general information seeking, (2) decisional utility, (3) entertainment, (4) interpersonal utility, and (5) parasocial interaction. Telephone interviews were obtained from 327 heads of household in Lexington, Kentucky, with phone numbers selected through random sampling. GS and GO were measured by responses to 15 items, and six factor analyses were performed to examine the dimensions of GS and GO and the dimensions of GO for certain subsamples developed according to viewing preference. Findings led to three major conclusions: first, individual GS are moderately to strongly related to corresponding GO; second, the degree of dependence on a particular program is positively related to the strength of the GS/GO relationship; and third, the dimensions of GS and GO from television news differ and are due to general within-program characteristics such as use of videotape and eye contact. Other indications were that entertainment and parasocial interaction are independent motives for television news viewing, and that viewers may distinguish two values of TV news information, for decision making and for social information. (A list of the 15 GS items is appended.) (AEA)

ED 176 313 CS 205 171

Maiden, Emory

Transactional Analysis in Basic Writing: Going Behind Fear.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Changing Attitudes, *Composition (Literary), English Instruction, Higher Education, Low Achievers, *Negative Attitudes, Secondary Education, *Student Attitudes, *Student Teacher Relationship, *Teacher Attitudes, *Writing Skills

Identifiers-*Transactional Analysis

Instruction in basic composition can be undertaken as a cooperative effort between student and teacher similar to the interrelationship of performer and audience. Cooperative instruction implies more than changing texts and using class time in new ways it implies that the instructor must show a greater sensitivity to attitude. Transactional analysis (TA) offers a way of understanding and practicing writing instruction in a cooperative mode. A major aim of TA is to change established patterns of communication into more positive expression. It affords a means to better understand how attitude affects communication and how communication affects the roles of the correspondents-students writing and instructors reading. Students who articulate that they hate English may be saying, ``I'm OK, but writing is not OK,'' which the instructor can help by showing how writing may be a source of positive benefit. A more common and complicated attitude is ``I am not OK and neither is my writing.'' This may require a teacher to present a positive alternative in which the student sees writing as a skill not a gift. The role of the teacher is to demonstrate positive attitudes toward students and their writing. Acceptance means reading through the student's eyes to avoid some of the damaging effects of unconscious attitudes brought to the reading. (TJ)

ED 176 357 CS 502 635

Cambra, Ronald E. Klopf, Donald W.

A Cross-Cultural Analysis of Interpersonal Needs.

Pub Date-Aug 79
Note-9p.; Paper presented at the Speech Communication Association Summer Conference on Intercultural Communication (Honolulu, Hawaii, August 2-4, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Cross Cultural Studies, Cultural Background, *Cultural Differences, Cultural Factors, Cultural Traits, Foreign Countries, Higher Education, *Individual Needs, *Interpersonal Relationship
Identifiers-Australia, Japan, Korea

The Fundamental Interpersonal Relations Orientation Behavior (FIRO-B) was administered to 504 Japanese, 219 Australian, 73 Korean, and 397 United States college students to assess interpersonal needs in the four cultures. The FIRO-B provides ratings for inclusion, control, and affection needs on an expressed'' dimension to indicate the behavior people express toward others, and on a wanted'' dimension to indicate the behavior people want expressed toward them. The following results were observed and explained through cultural differences: the only significant differences between the Americans and Australians occurred on the expressed inclusion and wanted control needs, with the Australians exhibiting stronger needs in these areas. The United States students were significantly different from the Japanese on all the interpersonal needs scores except wanted control. The Koreans exhibited weaker inclusion needs than the United States students, but stronger needs to express control than the Americans. (RL)

ED 176 463 EC 120 499

Norton, Barbara Dwyer

Project IEP: Wisconsin State Report.

Nero and Associates, Inc., Portland, Oreg.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Nov 77

Contract-OEC-0-74-7915

Note-43p.; For related documents, see EC 120 497-498; Includes information on the following school districts: Green Bay, CESA #11, Madison, Manitowoc, Rhinelander, Stevens Point, Stoughton, and Greendale; Best copy available

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Role, Attitudes, Elementary Secondary Education, Exceptional Child Research, *Federal Legislation, *Handicapped Children, *Individualized Programs, Parent Participation, *Parent Role, Role Perception, State Programs, *Teacher Role

Identifiers-Education for All Handicapped Children Act, Project IEP, *Wisconsin

The document reports the Wisconsin component of Project IEP (individualized education program), a project designed to identify and clarify perceptions related to roles in the IEP process as mandated by P.L. 94-142, the Education for All Handicapped Children Act. It is explained that under Project IEP approximately 200 persons (including state and local education administrators, regular and special teachers, parents of handicapped children and the children themselves, support personnel, and advocacy groups) were given open-ended interviews. Findings and suggestions are reported for the following areas: parent roles (reasons for and barriers to parental involvement); teacher and support staff roles and responsibilities (improvements in the child's program, increased planning demands, and effects on morale and interstaff relationships); administrator's role (system improvements, coordinating functions, and morale); and federal, state, and local relationships (respect for state and local autonomy and implementation constraints). Listed among IEP Panel recommendations are that standardization of procedures should be minimal, that inservice education in local school districts for special and regular staff on assessment skill training should be conducted, and that the Bureau of Education for the Handicapped rules should assure district immunity from legal actions. (SBH)

ED 176 501 EC 120 596

Duke, Elizabeth

Star Power: Providing for the Gifted & Talented. Module 2: Needs of the Gifted/Talented.

Education Service Center Region 13, Austin, Tex.

Pub Date-77

Note-62p.; Due to copyright restrictions the appendixes are not included in the series; Best Available Copy; For related information, see EC 120 594-604

Available from-Education Service Center, Region XIII, 7703 North Lamar Boulevard, Austin, Texas 78752 ($78.00 per set; $8.00)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Secondary Education, *Gifted, *Inservice Education, Inservice Teacher Education, Resource Guides, *Student Needs, *Student Problems, *Talented Students, *Teacher Evaluation, Teacher Qualifications, Teacher Workshops

The document presents Module 2, needs of the gifted/talented, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. The goals of Part I are to understand the specific needs and problems of gifted/talented students and to discover ways to help students fulfill these needs and solve their problems. Part II objectives focus on realizing the kind of teacher that the gifted/talented need. Each part is divided into sections with the following: enabling objectives (such as identify at least seven needs of students with high potential and list at least five essential characteristics of teachers best suited to working with gifted/talented students); rationale to establish a frame of reference; preassessment tests and evaluation; instructions for scoring the preassessment instrument; activities (which cover such topics as the affective needs of gifted students and parent attitudes); and postassessment evaluation procedures. (SBH)

ED 176 021 CE 020 320

Career Education Programs That Work.

Interinstitutional Consortium for Career Education, Salem, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 78
Grant-G0077C0049
Note-39p.; For related documents see CE 020 319, ED 132 284, and ED 132 786
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, *Demonstration Programs, Educational Practice, Elementary Secondary Education, *Program Descriptions, Program Development, *Projects
Identifiers-Education Amendments 1974

This handbook contains thirty abstracts of career education programs that summarize techniques, processes, activities, and materials that have been used by students and teachers. The handbook, which was designed for use after the planning stages, includes items for kindergarten through grade twelve that can be related to various subject matter areas and life roles. Designed to be used in conjunction with "12 Steps to Career Education," the handbook gives ideas to facilitate accomplishing the career education goals that have been selected for implementation. Each abstract contains (1) the project title, (2) a brief description of the project, (4) a list of materials developed by the project, (4) a list of elements included, and (5) the contact person with the project. Among the projects included are: Career Intern Program, A Community Experience-Based Career Exploratory Program, Flight Plan, Lincoln County Exemplary Project in Career Education, and Matching Attitudes and Talents to Career Horizons. (LRA)

ED 176 098 CE 022 720

Slater, Arthur L. Gordon, Katherine K.

Developing a Curriculum for Human Service Workers. Career Education for Mental Health Workers. Occasional Paper Series, No. 6.

University of South Florida, Tampa. Human Resources Inst.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Jul 78
Note-29p.; For related documents see CE 022 721-726
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, *Curriculum Design, *Curriculum Development, *Health Occupations, *Human Services, *Mental Health, *Needs Assessment, Postsecondary Education

Based on an educational needs assessment, a project designed a community college curriculum to develop the competencies of human service workers for the changing mental health service delivery system. The curriculum prepares workers to meet future service needs such as pre-discharge preparation of patients, outreach, aftercare, community residential service, and case management. Semi-structured interviews were conducted with forty persons responsible for managing eight mental health programs to obtain the objectives of each program. From this list of objectives, five which were common to the greatest number of mental health service areas were used to focus the curriculum planning. The five most commonly mentioned objectives were: (1) to develop psychosocial evaluations, (2) to devise treatment plans, (3) to manage and monitor treatment episodes for cases, (4) to provide linkage to service resources whenever appropriate, and (5) to provide psychosocial treatment according to plan. A sixth objective, to provide health assessment, was added following instructional analysis. Components of the curriculum include six modules and four existing community college courses: Human Development, English 1, English 2, and Speech. Each module's format is adapted from individualized instruction which emphasizes demonstrated competence. (Appended material includes a list of program areas and objectives, and a description of the human services curriculum.) (LRA)

ED 176 117 CE 022 780

Davidson, Naomi Berger, Ed.

Supplementary Papers from the Conference on Youth Unemployment: Its Measurement and Meaning.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date-Oct 78

Note-240p.; Some of the charts in this document will not reproduce well due to small print

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Employment Problems, Employment Projections, *Employment Statistics, Employment Trends, *Labor Market, *Statistical Analysis, Trend Analysis, *Unemployment, Wages, *Youth Employment

Nine papers presented at the conference on Employment Statistics and Youth are presented. Focusing on the meaning of unemployment counts in the U.S., the first three papers are Measurement and Interpretation of Teenage Unemployment in the United States and Other Countries, by Beatrice Reubens; What Do Teenage Unemployment Statistics Measure?, by Orley Ashenfelter; and Youth Participation Rates and the Availability of Jobs, by Francine Blau. Assessing important factors which underlie the employment and unemployment statistics, the next four papers are Family Status and Labor Force Patterns, by Martha Hill; Education, Occupation, and Earnings, by David O'Shea; Alienation and Adjustment to Limited Prospects, by David Gottlieb; and Do Youth Really Want to Work?: A Comparison of the Work Values and Job Perceptions of Younger and Older Men, by Patricia Miller and William Simon. Examining the long-term consequences of the employment experiences of youth, the last two papers are The Relationship between Youth Employment and Future Employabilit[illegible] and Earnings, by Wayne Stevenson, and Employment and Earning Patterns: The Dynamics of Change, by David Farber. (LRA)

Couch, James V. And Others

Self Statements, Test Anxiety and Academic Achievement: A Correlational Analysis.

Pub Date-79
Note-13p.; Paper presented at the Annual Convention of the Association for Behavior Analysis: International Organization (5th, Dearborn, Michigan, June 16-19, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Anxiety, College Students, High Achievers, Higher Education, Low Achievers, *Predictive Ability (Testing), *Self Concept, *Testing Problems, *Test Wiseness

An investigation of self-statements, test anxiety and academic achievement studied 426 college students. Research methodology is defined, demographics and student profiles for both facilitative and debilitative test anxiety are presented, with the resulting findings for each testing component. The student profile for high facilitative test anxiety is the exact opposite of high debilitative test anxiety where a student experiences high pretest anxiety, poor attention to the specific task at hand, fixated thinking about previous mistakes, self-criticism during the examination, doubts about academic ability, low academic self-perception and no use of mental imagery during examination. Poor academic performance is attributed, in large measure, to test anxiety. (Author/LS)

ED 176 269 CS 205 085

Henry, Susan

Beyond Integration: Possible Effects of the Study of Women on Journalism Research.

Pub Date-Aug 79
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Background, *Colonial History (United States), *Cultural Background, *Females, *Historiography, *History, *Journalism, Printing, Research

Growing attention is being given to the part women have played in journalism history, and this paper examines some of the ways in which the methods used in studying women may affect journalism history as a whole and perhaps the ways in which all historical figures are viewed. Noting that insufficient information exists about women printers with respect to the public areas of life and work usually stressed in journalism history, this paper concentrates on areas that have been infrequently studied, including male-female relationships, family structures, marital status, motivations for paid work, personal and social values, and other significant aspects of day-to-day existence. Previous research on five women printers of Colonial New England Ann Franklin, Sarah Goddard, Margaret Draper, Mary Crouch, and Hannah Watson is cited to demonstrate how research on private lives illuminates the knowledge of journalism history. (MKM)

ED 176 335 CS 205 200

Francois, William E.

Off-the-Air Videotaping of TV Programs for Classroom Use.

Pub Date-Aug 79

Note-9p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Copyrights, Documentaries, Educational Radio, *Educational Television, Federal Legislation, News Reporting, *Videotape Recordings

Identifiers-*Fair Use

This review of the literature addresses the issue of the fair use doctrine and its application to off-air taping of news and nonnews programs broadcast by radio and television. Conclusions drawn include: a temporary arrangement has yet to be reached between copyright proprietors and educators wishing to use copyrighted works for nonprofit, educational purposes; the burden of establishing a fair use defense falls upon the defendant; there is more latitude for educators' off-air taping of news-type programs (other than documentaries) than for popular entertainment-type programs; although a subsection of the Copyright Act of 1976 permits a library or archives to make a copy of all or a portion of audiovisual news programs and to distribute by loan a limited number of such copies, the networks interpret this section differently; and the copying of complete broadcast programs or substantial portions of such programs constitutes a higher risk than videotaping smaller portions of programs, especially of the audiovisual news program type. (AEA)

ED 176 423 EA 012 163

Moyer, Frank H.

A Survey of LEA Planning Activities Required by State Departments of Education.

Pub Date-1 May 79
Note-71p.
Pub Type-Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Directories, *Educational Planning, Literature Reviews, *National Surveys, *Questionnaires, *School Planning, *State Departments of Education
Identifiers-*Local Education Agencies

One purpose of this survey was to determine those school planning activities that each State Department of Education (SDE) requires of the Local Education Agency (LEA) under its jurisdiction. Another purpose was to determine those SDE that either require or encourage the LEA to engage in long-range planning activities. An effort was made to determine the specific planning activities and the extent to which the SDE encourages community involvement in the planning process. A questionnaire was mailed to the chief school administrator in each of the fifty states. Responses ranged from "no planning required" to comprehensive, long-range planning, which includes community-staff involvement, needs assessment, goal articulation, and accountability mandated by the SDE. The study recommends that future planning activities include monitoring the allocation of resources and conducting an evaluation of the program. A directory of SEA planning offices is included. Noteworthy SEA planning publications are reviewed and an extensive glossary of terms relating to school planning is annexed. (Author/LD)

ED 176 542 FL 010 394

English for Specific Purposes. ELT Documents.

British Council, London (England). English-Teaching Information Centre.
Pub Date-78
Note-81p.
Available from-English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (2 British pounds)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiovisual Aids, Composition Skills (Literary), Course Content, *English (Second Language), *English for Special Purposes, Individualized Instruction, Instructional Materials, *Language Instruction, *Language Programs, Language Skills, Listening Comprehension, Medical Education, Postsecondary Education, *Program Development, *Science Instruction, Science Materials, Second Language Learning, Student Needs
Identifiers-*English for Academic Purposes

The seven papers in this collection describe projects in English for academic purposes. Analysis of the communication needs of learners is discussed in English for Academic Purposes: Practice Material for the Listening Comprehension and Writing Needs of Overseas Students,'' by R.R. Jordon and Alan Matthews. The pedagogic advantages of authentic resource materials are discussed by Martin Phillips and Clarence Shettlesworth in How to ARM Your Students: A Consideration of Two Approaches to Providing Materials for ESP.'' Developing a Flexible ESP Programme Design'' by R.G.D. Chamberlain and M.K.S. Flanagan discusses the learner's need for English for sociocultural purposes. Specific programs are described by Tom Jones in The Foundation Course in Laboratory Procedures at King Faisal University CSE Project,'' and Philip King in The CSE Programme for Medical Students at KAAU and the Science or Language Dilemma.'' Selection of material and equipment is discussed by G.M. Greenall in Designing Science Writing Materials'' and by Joseph Cleary in The Use of Video-Tape Recordings on the Communication Skills in English Project, KAAU.'' (JB)

ED 176 002 CE 017 881

Willis, Margaret L.

The Organization of Household Work and Role Problems for Employed Women and Men.

Pub Date- 79

Note- 36p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitudes, Comparative Analysis, *Family Relationship, Females, Males, Personal Adjustment, *Role Conflict, Role Perception, Sex Differences, *Sex Role, Work Attitudes, *Working Women

Identifiers-*Housework

A study examined the relationship between household work and those role problems which employed women experience to a greater extent than employed men. The research was based on an analytical model of the relationships between (1) three independent variables (personal attitudes, household work, and others' attitudes toward the individual's job) and (2) those role problems experienced to a greater extent by career women than by career men (career problems, family relationships, and personal adjustment). To test the model a statewide survey (Washington) was administered in the Department of Social and Health Services to 446 males and females at mid-administrative levels and above, matched by division and job title. Based on 80% response, about 30% of all role problems (less than expected) were found to be experienced to a greater degree by career women than career men. Household work was the only independent variable to be linked to the greater role problems experienced by women than by men. The areas where the participation in household work was an intermediate link between female sex and greater role problems were these: spouse job location as a problems for own career, traditional female domestic task inadequacy, and personal role problems. Greater problems in each area is one consequence of spending more time on household work. (Results of the multiple regression tests and suggestions for subsequent research are included.) (JT)

ED 176 040 CE 021 803

Gardner, David C. Beatty, Grace Joely

Vocational Curriculum Development for the Handicapped. What Motivates Teachers to Participate?

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-23 Feb 79

Note-19p.; Paper presented at the Eastern Educational Research Association Annual Convention (Kiawah Island, South Carolina, February 23, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, *Curriculum Development, *Educational Change, *Educational Innovation, *Handicapped Students, Motivation, *Teacher Attitudes, *Teacher Participation, Vocational Education

A pilot study was conducted to investigate the relationship between preferred incentives for participation in curriculum projects and the change orientation of teachers. The subjects were 96 teachers from a Northern New England community. The ``Teacher Opinion Survey'' on preferred incentives was found to have a test-retest reliability of .98 and internal consistency of .91. ``Knowing that a project will help our students'' and ``believing the curriculum needs change'' were preferred incentives as opposed to ``recognition'' for their efforts. A modified form of a change orientation scale was found to have an internal consistency of .88 and acceptable item to total score correlations. Analysis of variance of ``change orientation'' found differences by subject area taught but not by age or sex. Comparisons of those in the upper and lower thirds on change orientation revealed significant differences on three preferred incentives. (Author/JH)

King, Linda Bier, Tracy

Getting Hired: A Job-Hunting Manual for Montana Women.

Montana State Dept. of Labor and Industry, Helena.
Pub Date-31 Oct 79
Note-67p.; Manual prepared through the Labor Standards Division, Women's Bureau
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Planning, *Employment Interviews, *Females, *Information Sources, Job Application, *Job Search Methods, Job Skills, Occupational Information, *Self Evaluation, Vocational Interests

This job-hunting manual intended for women is organized into five chapters. Chapter 1, on career/life planning, contains exercises for identifying future goals, job preferences, abilities, and desirable working conditions and benefits. Chapter 2 presents ways to help individuals develop their job hunting strategies. Chapter 3 provides information and guidelines on developing a resume. Chapter 4 contains information, checklists, and sample questions concerning employment interviews. Finally, chapter 5 contains several lists of resources that can provide information or assistance. (BM)

ED 176 378 EA 012 084

Hyman, Irwin A.

An Analysis of Studies on Effectiveness of Training and Staffing to Help Schools Manage Student Conflict and Alienation. A Report.

Temple Univ., Philadelphia, Pa. National Center for the Study of Corporal Punishment and Alternatives in the Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-15 Jan 79
Contract-NIE-P-78-0063
Note-305p.; Occasional pages may be marginally legible
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Administrative Personnel, Behavior Change, *Behavior Theories, Bibliographies, *Conflict Resolution, *Discipline, Efficiency, Elementary Secondary Education, *Inservice Teacher Education, *Program Effectiveness, Program Evaluation, Research Methodology, Research Problems, Staff Improvement, *Student Alienation, Training

A search of the literature was made on the effectiveness of recruitment and selection procedures for identifying and retaining administrators and school staff who are effective in managing student conflict and alienation. A classification scheme devised to fit approaches to school discipline within a theoretical framework includes (1) the psychodynamic-interpersonal model, (2) the behavioral model, (3) the sociological model, (4) the eclectic-ecological model, and (5) the human potential model. At least one approach within each model was reviewed. In the first section of the report, each model is explained and available research studies are cited. The limitations of the research and application of the model are discussed followed by a bibliography. The next section contains summaries of selected programs from 52 of the largest city districts. The concluding section discusses the lack of data on both the inservice training of school administrators and the area of problems of recruitment, selection, and retention of school staff who can manage student conflict and alienation. The report concludes with a summary of the findings, methodological problems, and suggestions for further research. (MLF)

ED 176 443 EC 120 445

Schuster, Clara S., Comp.

Selected and Annotated Bibliography for Parents of Preschool-Aged Physically Impaired Children.

Pub Date-79

Note-16p

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development, Early Childhood Education, *Family Relationship, Infancy, *Intervention, *Parent Role, *Physically Handicapped, Student Characteristics

Identifiers-*Parent Resources

Intended for parents of young physically handicapped children, the bibliography lists approximately 70 references on normal development; effects of the disability on family relationships; and on the course, treatment, and prognosis of the disability. Entries are arranged alphabetically by author within each of the three general headings, and information includes title, publisher, date, and a brief annotation. The bibliography is said to be designed to decrease parents' anxiety arising from uncertainty and to increase their sense of competence. (CL)

ED 176 184 CG 013 785

Latta, R. Michael

Belief in Rape Myths: The Role of Gender, Attitudes Toward Women and Knowledge of Rape.

Pub Date-3 May 79

Note-13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitudes, *Beliefs, College Students, Females, *Intervention, *Rape, *Sex Differences, *Sex Education, *Social Attitudes

Degree of belief in rape myths as determined by participant gender, attitudes about the role of women in contemporary society, and factual knowledge of rape was investigated in a sample of 118 male and 126 female college students. The results support the general assumption that a rape ideology exists which involves components of belief in rape myths, factual knowledge of rape, gender, and attitudes toward women as a group. Specifically, liberated people were found to disagree with rape myths more than unliberated people, females disagreed more than males, and knowledge of rape was negatively related to degree of belief in rape myths. Experimental studies of the effects of education about the facts of rape on beliefs and assumptions about rape is called for to validate these findings. (Author)

ED 176 206 CS 004 913

Caldwell, Robert M.

The Effects of Selected Strategies for Teaching Reading to Non-Literate Adult Learners Using Computer Based Education.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Basic Education, Adult Literacy, Basic Skills, *Computer Assisted Instruction, Computer Oriented Programs, Educational Technology, *Program Development, Program Effectiveness, *Program Evaluation, Reading Achievement, Reading Improvement, *Reading Instruction, *Reading Programs, Verbal Learning

Evaluation studies conducted in 1978 at three sites yielded encouraging results regarding the ability of the Basic Skills Learning System (BSLS) to achieve the goals of adult basic education and demonstrated that effective curriculum models utilizing well-designed instructional paradigms can offer high quality instruction in the basic skills when delivered through computer-based delivery systems. The instructional rationale for establishing and developing teaching strategies for the reading component of BSLS comes from recognizing four conditions that enhance verbal learning: meaningfulness, reinforcement, instructions to learn, and practice. These conditions are met in BSLS by organizing the materials into configurations of strands, clusters, drill and practice, review help sequences, off-line activities, and mastery tests. The field tests monitored adult learners' progress through lessons sequentially arranged in five strands (structural analysis, vocabulary development, literal comprehension, interpretive comprehension, and evaluative comprehension). The data revealed that the average learning time necessary to generate a gain of one full grade level is 18.34 hours of computer-based reading instruction, equivalent to approximately 120 hours of regular school time. (RL)

Ansara, Alice, Ed.

Current Issues in Dyslexia.

Orton Society, Towson, Md.
Pub Date-79
Note-314p
Available from-The Orton Society, Inc., 8415 Bellona Lane, Towson, Maryland 21204 ($6.00 plus $0.60 postage and handling. Article reprints: 1-10 pages, $0.60; 11-15 pages, $0.75; 16-20 pages, $1.00)
Journal Cit-Bulletin of the Orton Society; v29 1979
Pub Type- Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cerebral Dominance, *Dyslexia, Elementary Secondary Education, Higher Education, Language Development, *Language Handicaps, *Learning Disabilities, Linguistic Competence, *Reading Diagnosis, Reading Failure, *Reading Instruction, Remedial Reading, Special Education, Teaching Techniques

This bulletin is published annually in the interest of children with learning disabilities, language disabilities, or dyslexia. The 22 articles discuss the following topics: current issues in dyslexia, language disorders, subgroups in dyslexia, specificity and parameters in defining dyslexia, strategies for recognition and management of reading disorders, defining dyslexia, asymmetries of the brain, sex differences in hemispheric specialization, hemispheric differences and reading strategies, cerebral dominance and subtypes of developmental dyslexia, children's concepts of language in learning to read, assessing reading and language skills, story comprehension and recall in dyslexic students, communication competence in reading and learning, the importance of helping students become avid readers as well as competent readers, implications for diagnosis and treatment of dyslexia, program planning for dyslexic children in the general classroom, intervention for reading achievement for high-risk first grade children, the school principal as advocate for the child with learning differences, supplementary English for specific language disabilities, assisting dyslexic college students, and dyscalculia and dyslexia. (FL)

ED 176 248 CS 005 031

Greene, Frank P., Ed.

Investigations Relating to Mature Reading; Twenty-first Yearbook of the National Reading Conference. Volume I.

National Reading Conference, Inc.

Pub Date-72

Note-338p.; For related document, see CS 005 032 ; Proceedings of the National Reading Conference (21st, Tampa, Florida, December 2-4, 1971)

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Adult Reading Programs, Advance Organizers, Cloze Procedure, Elementary Secondary Education, Higher Education, Instructional Materials, Measurement Techniques, Reading Processes, *Reading Programs, *Reading Research, *Teacher Education, Teaching Techniques

Identifiers-*National Reading Conference

This is one of two volumes of papers drawn from the twenty-first annual meeting of the National Reading Conference held in 1971. Focusing on research and teacher training concerns relating to mature reading, the 43 papers are arranged into the following categories: advanced organizers, cloze investigations, langauge investigations, measurement problems, Right to Read reports, teaching materials and approaches, and teacher training programs. An annual review of research is also presented. (FL)

ED 176 399 EA 012 125

Schmuck, Richard A.

Today's Challenge for Cooperation in Education: Considering Students as Organizational Co-Participants.

Pub Date-Jul 79
Note-21p.; Keynote address presented at the International Convention on Cooperation in Education, sponsored by Tel-Aviv University (Herzliha, Israel, July 9-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *Curriculum Development, Educational Improvement, Elementary Secondary Education, *Governance, *Organizational Development, *Problem Solving, *Student Participation

This paper proposes viewing students as full-fledged organizational members who participate in school planning, problem-solving, and decision-making about school curriculum, grading policies, teacher evaluation procedures, budget, and the like. Three tested strategies are described that help students increase their understanding of how the school organization works and to become skillful as organizational participants. One strategy involves developing a climate in the classroom where students help set their own learning goals, work toward accomplishing them in collaborative ways, and where they are involved in assessing their own progress. Another strategy described for school improvement calls on students to act as organizational participants in planned change of the formal curriculum. The final strategy aims at improving the effectiveness of student governance structures within high schools. The paper concludes that macro-designs for consultation aimed at student participation have to be extremely comprehensive because of the physical movement of students within and out of the school system. (Author/LD)

ED 176 563 FL 010 627

Albanian Area Studies: Bibliography Arranged by Topics.
Defense Language Inst., Monterey, Calif.
Pub Date-Oct 74
Note-38p.; For related documents, see FL 010 626-628, FL 010 634, and FL 010 637-648
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940
Language-Albanian; English
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *Albanian, *Area Studies, Booklists, Childrens Books, Classroom Materials, *Cultural Education, Geography, History, *Instructional Materials, Linguistics, Literature, Newsmedia, Psychology, *Reference Materials, Second Language Learning, Uncommonly Taught Languages

This bibliography on Albanian area studies is a guide of reference material for the student of Albanian language and culture. The first section on area background includes topics on history, physical and economic geography, natural resources, communication, transportation, demography, public utilities, industry, and agriculture. The next sections include: (1) political and social structure; (2) novels and short stories; (3) literature, poetry, and anthology; (4) linguistics; (5) psychology; (6) education; (7) audio-visuals; (8) children's books; (9) dictionaries; and (10) newspapers and magazines. The works listed are written in Albanian, English, Italian, and French, and some of them have annotations. (NCR)

A Working Woman's Guide To Her Job Rights. Leaflet 55.

Women's Bureau (DOL), Washington, D.C.
Pub Date-Dec 78
Note-36p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (029-016-00056-9)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Civil Rights, *Employment, *Equal Opportunities (Jobs), *Feminism, Labor Unions, Leave of Absence, *Legislation, Minimum Wage, *Sex Discrimination, State Agencies, *Working Women

This leaflet presents general information about legislation that affects women when they are seeking a job, while they are on the job, and when they retire. Emphasis is on Federal laws as of November, 1978. Some of the topics include employment services, protection against sex and age discrimination, minimum wages and overtime pay, discrimination in promotion, joining or not joining a union, and social security benefits. Also included is a list of sources to use when assistance from State or Federal agencies is necessary, as well as sample complaint forms. (PJC)

ED 176 161 CG 013 762

Giarrusso, Roseann And Others

Adolescents' Cues and Signals: Sex and Assault.

Pub Date- 79

Note-12p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, *Attitudes, Conflict, Cues, *Dating (Social), Interpersonal Relationship, *Rape, *Sex Differences, *Social Influences, Stimuli, Violence

Acquaintance rape has been found to occur with disturbing frequency in an adolescents' social world. Unlike stranger rape, acquaintance rape, particularly dating rape, takes place in the context of normal social activity. In 1978, 432 adolescents, ages 14-18, were interviewed in the Los Angeles area: half male, and half female, and one-third drawn from each of the three major ethnic groups Blacks, Hispanics, and other Whites. Attitudes toward the opposite sex, sexuality, sex roles, rape, power, and violence, along with behavioral expectations, perceptions and norms about dating were measured, as were sex differences in the acquisition of attitudes and expectations. The results showed that boys and girls possessed different perceptions of what interpersonal cues signaled sexuality, and when, if ever, sexual assault was justified. These differential perceptions pointed to potential conflict between possible dating couples, and were related to views of sexuality, power, sex roles, and rape. Suggestions were made as to possible research and intervention to facilitate positive socialization outcomes. (Author)

ED 176 292 CS 205 131

Miller, Susan

Rhetorical Maturity: Definition and Development.

Pub Date-May 79

Note-23p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Freshmen, *Composition (Literary), Developmental Stages, *Educational Theories, Higher Education, *Moral Development, Persuasive Discourse, *Rhetoric, *Student Development, *Writing Skills

Identifiers-*Kohlberg (Lawrence)

Lawrence Kohlberg's stages of moral development, when applied to theories of teaching composition, support any method or material that refers to the age and prior experience of the writer and the newness of the task the writer is attempting. Rhetorical development and maturation in the ability to write and argue persuasively are partly conceptual and partly related to the ability to "decenter." College freshmen writers' responses to a classic moral dilemma problem all stayed between Kohlberg's Conventional stages 3 and 4. The content of their papers and its relationship to Kohlberg's stages show that the movement from egocentric to explanatory to persuasive discourse is a movement from the writer's assumption of union with an audience to the writer's recognition of another as an audience, and finally to the writer's analysis of a distant, unfamiliar, universalized series of values as an audience. (A complete sample of class responses referred to is appended.) (AEA)

ED 176 358 CS 502 636

Hubbard, Oliver F., Jr.

Appia, Craig and the Actor: A New Look.

Pub Date-Aug 77

Note-11p.; Paper presented at the Annual Meeting of the American Theatre Association (Chicago, Illinois, August 14-17, 1977)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acting, *Drama, *Motion, *Theater Arts

Identifiers-*Appia (Adolphe), *Craig (Edward Gordon)

Despite the amount of attention paid Adolphe Appia and Edward Gordon Craig, a misconception persists with regard to their ideas concerning the actor; namely, that Appia had the actor dominate all the elements of staging, and that Craig considered the actor less essential. However, to both, the actor was both essential and nonessential to the degree that the actor could or could not provide the perfect medium for movement that was for both the focal point of their staging concepts. For Craig, the supreme force in theater was movement while Appia understood music to be the supreme force and movement to be the synthesizing force uniting music and the other elements of staging. Although it appears from their writings that Craig rejects the actor while Appia stresses the actor's importance, in fact both are depersonalizing the actor, only from different directions. They each wanted a perfect figure, human or mechanical, to let the emotion and power of the music come through a living body that had cast off all its own individuality. The actor, both agreed, is an imitator or impersonator. Though their approaches were different, each wanted a depersonalized, nonemotional, poetical-musical (or symbolic) device as the ideal actor. (TJ)

ED 176 444 EC 120 446

Resources for Schools: 9. Resources for Training Educators of Children with Special Needs.

Network of Innovative Schools, Inc., Andover, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-76-0058
Note-90p.; Prepared in collaboration with the Massachusetts Dissemination Project
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adapted Physical Education, Administration, Bilingual Education, Early Childhood Education, *Exceptional Child Services, *Handicapped Children, Higher Education, Individualized Programs, Legislation, Mainstreaming, Parent Participation, Program Descriptions, *Resource Guides, Resource Room Programs, *State Programs, Vocational Education
Identifiers-*Massachusetts

The guide provides information on training materials, programs, and organizations for preparing educators to work with handicapped children. Entries include a brief description, cost, and contact address for materials on the following topics: adapted physical education, administration, affective development, early childhood education, individualized education programs, laws and regulations, mainstreaming, parents/parental involvement, regular classroom teachers, resource rooms, severe special needs, speech and language development, testing/program evaluation, and vocational special education. A second section lists training programs and organizations for adapted physical education/physical development, administrator education, arts/environmental design, bilingual special education, early childhood education, mainstreaming, parents and parental involvement, regular classroom teachers, seizure disorders, severe special needs, and vocational special education. Seventeen reource centers and general training sources are listed, and training programs offered by Massachusetts colleges and universities are briefly described. (CL)

ED 176 482 EC 120 530

Drash, Philip W. Stolberg, Arnold L.

Intellectual Acceleration in Normal and Down's Syndrome Children Through Infant Stimulation and Language Training.

Florida State Mental Health Inst., Tampa.

Note-19p

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Downs Syndrome, Exceptional Child Research, *Infants, *Intellectual Development, *Intelligence, Interpersonal Competence, Mentally Handicapped, Operant Conditioning, Parent Participation, Psychomotor Skills, Self Care Skills, Speech Skills

The effects of stimulation and language training on the intellectual acceleration of seven normal and Down's Syndrome infants were studied. Intervention consisted of the operant conditioning of linguistic, social, self-help, and motor skills, and the training of parents in child management and child development topics. Among other things, it was found that, by the age of 1 year, all Ss were between two and three standard deviations above the expected mean IQ scores for their respective reference groups. The continued acceleration of intellectual development was demonstrated in all Ss by increasing IQ scores in the first year while in treatment, and through a full year of followup for the normal Ss. (DLS)

ED 176 522 EC 120 742

Duncan, Robert R. Hill, Richard L.

Expectations for the Role of Cooperative Special Education Director.

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date-Apr 79

Note-46p.

Available from-Bureau of Education Research and Services, Box 8158-University Station, Grand Forks, North Dakota 58202 ($1.50, query for quantity price)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Characteristics, *Elementary Secondary Education, *Personnel Directors, Questionnaires, *School Superintendents, Special Education, *Special Education Teachers, State Departments of Education, Superintendent Role, *Task Performance

Identifiers-North Dakota

To clarify the role expectations held for the cooperative special education director in North Dakota, questionnaires were sent to 30 public school superintendents, 22 special education directors, and 30 special education teachers. Results of the questionnaire showed that the rankings of the seven task performance areas identified in the survey were (in descending order of importance): personnel, curriculum and instruction, finance, superintendent relationships, public relations, legislative responsibility, and research and continued study. The rankings for personal characteristics of the director (in descending order of importance) were: task-related characteristics, personality, intellectual ability, social characteristics, social background, and physical characteristics. The third part of the survey concerned 20 selected administrative situations. Among findings for this section was that all groups agreed that the cooperative directors always should accept responsibility for developing long range plans for the special education program. The authors' conclude with 10 recommendations such as the need for additional research and evaluation. The questionnaire and references are appended. (PHR)

ED 176 022 CE 020 597

Krajnc, Ana Mrmak, Ilija

Adult Education in Europe: Adult Education in Yugoslavia. Studies and Documents, No. 4.

European Centre for Leisure and Education, Prague (Czechoslovakia).
Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-78
Note-98p.; For a related document see CE 020 598
Pub Type- Books (010) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, *Adult Education Programs, Adult Vocational Education, Educational Development, Educational History, *Educational Practice, *Foreign Countries, Higher Education, Political Influences, Program Design, Social Influences, Trend Analysis
Identifiers-*Yugoslavia

Focusing on adult education in Yugoslavia, this book is part of the series on adult education in Europe. The first of eight sections, traces historical development of adult education in Yugoslavia beginning with the second half of the nineteenth century and focusing on promotion of political awareness and socio-political education of the working class following World Wars I and II. Section 2 presents the social requirements, determining features, and structure of the educational system including ideological prerequisites based on Marxist philosophy. The third section describes the organization of schools for adults independent institutions formed for remedial or vocational teaching. Sections 4 through 6 describe the relatively well-established, systematic formas of adult educaiton in the post-revolutionary period. Section 4 describes adult studies at Yugoslav universities including general trends and the development of part time studies. The fifth section focuses on the development and curricula of worker's and people's universities fomed in the 1940s and 1950s for general socio-political education and vocational training. Educational centers and other institutional forms of perservice and further vocational training are described in section 6. The seventh section presents rationale and description of adult education which operates outside the framework of established adult education institutions in such socio-political organizations as The Socialist Workers' Union, Trade Unions, the Youth Organization, the Union of Anti-Facist Fighters, and the Red Cross. The final section gives basic trends in the reform of the educational system in Yugoslavia. (LRA)

ED 176 060 CE 022 137

Research for Women: Sex Stereotyping, Non-Traditional Jobs, and Vocational Training. Final Report.

California State Univ., Sacramento. Inst. for Human Service Management.
Spons Agency-California State Dept. of Education, Sacramento. Div. of Vocational Education.
Pub Date-79
Note-207p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Employee Attitudes, Employer Attitudes, Employment, Employment Level, Equal Education, *Equal Opportunities (Jobs), *Females, Military Personnel, Nontraditional Occupations, Occupational Surveys, Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, Skilled Labor, Skilled Occupations, *Skilled Workers, *Social Attitudes, Trade and Industrial Education, Training, Unemployed, Utilities, Womens Education, *Working Women
Identifiers-California

To determine the feasibility of developing skills training programs for women interested in skilled labor employment, a year-long study examined the problems surrounding the influx of women into skilled labor occupations and the elements which define success in gaining employment. The study was conducted in two phases: an exploratory phase and a descriptive phase. The exploratory phase consisted of a literature review and thirty interviews with employers, union officials, women in skilled labor, and directors of community organizations. This resulted in the development of four questionnaires: for employers, male workers in skilled labor, unemployed women, and working women. These groups were split according to specific sectors: public, private, utilities, military, unemployed women, and employers. In phase 2 the questionnaires were administered to 489 men and women within these sectors. Findings included the following: (1) younger male workers seem to be less traditional in their stated attitudes regarding women, (2) non-working women indicated that the most important reasons for desiring non-traditional work are money and the challenge, (3) two-thirds of the employers believe women are capable of learning most skilled labor jobs, and (4) the working women population has received little, is any, vocational training. (Questionnaires and codebooks are appended.) (LRA)

ED 176 080 CE 022 600

Petersen, Anne C. And Others

Sex Differences in Educational and Occupational Goals Among Adolescents.

Pub Date-79

Note-18p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8, 1979); Not available in hard copy due to light print

Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attitudes, *Educational Objectives, Females, *High School Students, Males, *Occupational Aspiration, Rural Youth, *Self Concept, *Sex Differences, Sex Role, Student Characteristics, Suburban Youth

Identifiers-Kaplan Peterson Attitudes toward Women Scale, Offer Self Image Questionnaire

A study was conducted to examine sex differences in educational and occupational goals among adolescents. Three questionnaires were administered to two samples of high school students. The first sample consisted of 125 students at a Midwestern rural community high school; the second sample consisted of 294 students from a large suburban high school outside a large Midwestern city. A background questionnaire obtained information about grade, age, schooling plans, parental educational attainments, parental employment, sex and ages of siblings, and career plans. The Offer Self-Image Questionnaire (OSIQ) was used as a self-descriptive personality test of adjustment. The Kaplan-Peterson Attitudes toward Women Scale was used to measure attitudes toward women's roles. Results of the study include some of the following: the aspirations of girls were not viewed as being too low; suburban and rural girls tended to have more positive attitudes than boys favoring equality of women; and of 15 items on the OSIQ thought to relate to self-image as a leader or worker, seven showed no differences between boys and girls in either community. (JH)

ED 176 099 CE 022 721

Redcay, Shirley

Career Education for Mental Health Workers. Human Relations Skills. Human Service Instructional Series. Module No. 1.

University of South Florida, Tampa. Human Resources Inst.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Jun 78

Note-42p.; For related documents see CE 022 720-726

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication Skills, *Health Occupations Education, Helping Relationship, *Human Relations, *Human Services, *Interpersonal Competence, Job Skills, *Learning Activities, Learning Modules, Listening Skills, *Mental Health, Postsecondary Education

This module on human relations skills is one of a set of six developed to prepare human services workers for the changing mental health service delivery system. Focus is on developing rapport and knowledge of self as a human service provider in order to develop effective interpersonal relations. Following notes on the target population (human services community college students), module length (51 classroom hours), and suggested class size (15-25 students), the module contains the following seven sections: (1) a list of behavioral objectives, (2) the instructional design of the module, (3) a pretest on the module goal, (4) a list of materials for the course, (5) instructional procedures for each behavioral objective, (6) a posttest on the module goal, and (7) student feedback on the module. A total of sixteen objectives are included to help students develop listening skills, communication skills, and relationship skills. In addition to listing instructional procedures for each objective, the module informs the student of the estimated class time for completion, equipment needed, and how to demonstrate competency. Appended material includes an exercise on the use of nonverbal cues to express warmth and coldness, an article on How to Express Your Feelings, and a list of rules for leveling (giving and receiving feedback). (LRA)

Godbey, Frank W. Hatch, Loren L.
Occupational Safety and Health Program Guidelines for Colleges and Universities. An Administrative Resource Manual.
National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md.
Report No.-NIOSH-79-108
Pub Date-Oct 78
Note-106p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Accident Prevention, *Colleges, Definitions, *Health, Historical Reviews, Information Sources, Organization, Program Design, *Program Development, Program Planning, Resources, *Safety, *Universities
Identifiers-*Occupational Safety and Health Act 1970

Designed as an aid for establishing and strengthening occupational safety and health programs on college and university campuses, this administrator guide is divided into four chapters. The first chapter defines and gives background information on the Occupational Safety and Health Act (OSHA). In addition, it presents a discussion of what the OSHA standards cover and how they are enforced. Focusing on organizing and staffing, chapter 2 discusses formulating program objectives, obtaining administrative support, organizing the program, staffing the program, using committees, generating employee cooperation, and obtaining adequate funding. Chapter 3 focuses on the following occupational safety and health program functions: inspection and abatement procedures; writing rules and regulations; safety and health training; recordkeeping and reporting; accident, injury, and illness investigation and reporting; and monitoring and evaluation of program activities. The final section provides sources of information for persons establishing a campus occupational safety and health program. Included are lists of associations and organizations, private companies, clearinghouses, government agencies, and publications. (LRA)

Greene, Frank P., Ed.
College Reading: Problems and Programs of Junior and Senior Colleges; Twenty-first Yearbook of the National Reading Conference. Volume II.
National Reading Conference, Inc.
Pub Date-72
Note-276p.; For related document, see CS 005 031 Proceedings of the National Reading Conference (21st, Tampa, Florida, December 2-4, 1971)
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Adult Reading Programs, Higher Education, Individualized Programs, Junior Colleges, Minority Groups, *Program Content, Program Planning, Reading Diagnosis, *Reading Instruction, Reading Interests, *Reading Programs, *Reading Research, Reading Skills, Speed Reading, Student Characteristics, Teacher Education, *Teaching Techniques, Vocabulary Development
Identifiers-*National Reading Conference

This is one of two volumes of papers drawn from the twenty-first annual meeting of the National Reading Conference held in 1971. Focusing on junior college and college reading programs and problems, the 40 papers are arranged into the following categories: designs for programs, special admission students, ethnically different students, adult readers, individualization programs, vocabulary instruction programs, speed reading programs, teacher training programs, and evaluation programs. (FL)

ED 176 270 CS 205 088

Morenberg, Max

The Elusive Nature of the Relationship between Syntactic Maturity and Writing Quality.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Discourse Analysis, *Language Development, *Literary Styles, Phrase Structure, Sentence Structure, Syntax, *Writing Skills
Identifiers-*Syntactic Maturity

A review of the literature reveals that increased syntactic maturity is developmental growth properly associated with elementary and junior high school students and that measuring this maturity will not prove that an individual writer is skilled or unskilled. Improved style, unlike increased syntactic maturity, is not quantifiable growth, though the growth and the improvement may occur together. Style is the ability of the skilled writer to control expression consciously. Examples of student writing are included. (AEA)

ED 176 314 CS 205 172

Smith, Joe D., Jr.

The New Illiteracy'': A Threat to Newspapers?

Pub Date-Jun 79

Note-11p.; Paper presented at the Annual Congress of the International Federation of Newspaper Publishers (32nd, Las Vegas, Nevada, June 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Literacy, Affective Behavior, Audiences, *Illiteracy, *Journalism, Literacy, *Newspapers, Public Opinion, *Reading Habits, Reading Interests

This discussion of the necessity for promoting a vigourous, prosperous, and free press addresses several areas of journalistic concern: the growing tendency toward disinterest in reading in a population that is nearly 100% literate; the decline of reading habits and motivation to read as reading skills improve; and the inability of newspaper circulation growth to keep pace with population growth. Several efforts to reverse these trends are described, including the organization of the Newspaper in Education program, in which local newspapers make copies of the newspaper available to teachers for classroom use, and the Newspaper Readership Project, a cooperative effort of 16 national and international newspaper associations to encourage newspapers in editing, circulation, advertising, promotion, personnel, research, training, and technology utilization. Efforts are suggested to attract nonreaders. (AEA)

ED 176 336 CS 205 203

Duke, Charles R.

Diagnosis in Writing.

Pub Date-Mar 79
Note-14p.; Paper presented at the combined Annual Meeting of the Conference on English Education and Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Diagnostic Tests, *Educational Diagnosis, Educational Research, *Error Analysis (Language), Higher Education, Secondary Education, Second Language Learning, Standardized Tests, *Task Analysis, Testing Problems, Thought Processes, *Writing Skills
Identifiers-*Composition Process

Although the diagnostic testing of writing is still quite primitive, error analysis and protocol analysis hold promise for writing diagnosis. True diagnostic testing does more than aid in placing students; it identifies the nature of needed instruction. Tests in writing have not been developed to reflect approaches used in diagnostic testing in other areas. Reviews of existing standardized writing tests suggest shortcomings in all three categories of tests identified: objective tests, objective tests corresponding to individualized writing sequences, and essay tests. Information about error analysis, one of the areas that holds promise for writing diagnosis, has been drawn from teachers of English as a second language, who have moved from corrective error analysis to contrastive analysis and finally to the analysis of errors as clues to inner processes. The other promising area, protocol analysis, involves analyzing subjects' oral descriptions of everything they think while performing a task, as a means of identifying inner processes and obstacles encountered. An examination of the writing protocol of a subject in an experimental study reveals the process through which a writer understands a topic. Although protocols are incomplete representations of inner processes, they provide far more information about writing processes than does simply examining the writing outcome. (The paper includes 27 lines of the writing protocol discussed and a chart showing various approaches to error analysis.) (GT)

ED 176 424 EA 012 164

Lawrence, Gordon

Patterns of Effective Inservice Education. A State of the Art Summary of Research on Materials and Procedures for Changing Teacher Behaviors in Inservice Education.

Florida State Dept. of Education, Tallahassee. Div. of Elementary and Secondary Education.

Pub Date-Dec 74

Note-47p

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Change, Elementary Secondary Education, Experiential Learning, Group Activities, Individualized Programs, *Inservice Teacher Education, Program Content, Program Development, *Teacher Behavior, Teacher Participation

This review examines 97 studies and evaluation reports of teacher inservice education and generalizes about the characteristics of successful programs. The studies were classified into 14 categories, seven of which represent pairs of conflicting values about how inservice education should be structured. These categories classed activities according to whether they were individualized or common, self-directed or other-directed, programmatic or single-shot, and according to whether programs put teachers in an active or passive role, emerged from teacher needs or were preplanned, utilized supervised trials and feedback or expository design, or emphasized mutual assistance or individual work. Results indicated that inservice programs that have the best chance of being effective are those that involve teachers in planning and managing their own professional development activities, pursuing personal and collective objectives, sharing with each other, applying new learning, and receiving feedback. (Author/JM)

ED 176 464 EC 120 512

Sapir, Selma

The Learning Lab: A Clinical Diagnostic Teaching Model.

Bank Street Coll. of Education, New York, N.Y.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jun 78

Grant-G007700944

Note-35p.; Print may be difficult to read due to variability of type in original document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Diagnostic Teaching, Educational Methods, Interdisciplinary Approach, *Learning Disabilities, *Models, Theories, *Tutorial Programs

The theoretical base and practical operation of the Learning Lab, a diagnostic teaching approach with learning disabled students, are described. The program's philosophy is said to be based on child developmental-interactional principles in an integrated intervention approach. The program is explained to feature one-to-one tutorial work, training of tutors and leadership staff, integrated use of an interdisciplinary team, and work with parents and classroom teachers. Also described are the following program aspects: outreach to public schools and adaptation of the model, a research component, and dissemination activities (including development of dissemination and training materials). A case study illustrates the match between tutor (a graduate student) and child. (CL)

ED 176 502 EC 120 597

Heinemann, Alison Mallis, Jackie

Star Power: Providing for the Gifted & Talented. Module 3. Applications of Theories of Intelligence to the Gifted/Talented.

Education Service Center Region 13, Austin, Tex.

Pub Date 77

Note-69p.; Due to copyright restrictions the appendixes are not included in the series; Best Available Copy; For related information, see EC 120 594-604

Available from-Education Service Center, Region XIII, 7703 North Lamar Boulevard, Austin, Texas 78752 ($78.00 per set; $8.00)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Affective Behavior, *Cognitive Development, Developmental Stages, Elementary Secondary Education, *Gifted, *Inservice Education, Inservice Teacher Education, Intelligence, Psychomotor Skills, Resource Guides, *Talented Students, *Teacher Evaluation, Teacher Workshops, *Theories

Identifiers-Bloom (Benjamin S), Harrow (Anita), Piaget (Jean)

The document presents Module 3, applications of theories of intelligence to the gifted/talented, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. Part I focuses on J. Piaget's theory of intellectual development, while Part II covers B. Bloom's taxonomies of the cognitive/affective domains and A. Harrow's taxonomy of the psychomotor domain. Each part is divided into sections with the following: enabling objectives (such as explain the implications of Piaget's work for educators and apply elements of the psychomotor domain to classroom activities for young gifted/talented students); rationale to establish a frame of reference; preassessment tests and evaluation; instructions for scoring the preassessment instrument; activities (which cover such topics as assigning children to the appropriate Piagetian stage based on observation); and postassessment procedures. (SBH)

Methodology of Teaching English to Speakers of Other Languages. Information Guide 5.

British Council, London (England). English-Teaching Information Centre.
Pub Date-77
Note-97p.
Available from-English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England (2 British pounds)
Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Applied Linguistics, Dictionaries, *English (Second Language), Grammar, Instructional Aids, *Instructional Materials, Language Arts, *Language Instruction, Language Skills, Language Tests, Linguistic Theory, Morphology (Languages), Phonetics, Phonology, Psycholinguistics, *Resource Materials, Semantics, Sociolinguistics, *Teaching Methods, Word Lists

This bibliography lists books, journals, and articles on teaching English as a second language. The book citations are annotated, and divided into the following areas: (1) the English language (grammar and semantics, phonetics and phonology, dictionaries and word lists); (2) theoretical linguistics, (3) applied linguistics for the language teacher (general, sociolinguistics, psycholinguistics), and (4) language teaching methodology (general, structure, listening comprehension, reading, writing, speech, and testing aids). Publishers' names and addresses are provided and an author index is appended. (JB)

ED 176 003 CE 018 235

Williams, Michael J., Ed.

A Curriculum Guide for Industrial Arts in the Elementary School.

Central Connecticut State Coll., New Britain.

Pub Date 77

Note-121p.; For a related document see ED 146 319; Not available in paper copy due to marginal legibility

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Education, *Curriculum Enrichment, Educational Objectives, Elementary Education, *Industrial Arts, Instructional Materials, *Learning Activities, Special Education, *Student Projects, Teacher Workshops

Materials in this curriculum guide are designed to provide regular and special education instructors at the elementary school level as well as the industrial arts specialist-consultants with industrial arts activities to be used to enrich the elementary school curriculum. Topics in the guide include the following: a definition and a philosophy for the inclusion of industrial arts activities at the elementary school level; general goals for both the elementary school and industrial arts in the elementary school; objectives to stress with special needs students; ways of integrating industrial arts into the elementary school curriculum; and the implementation of career education through elementary school industrial arts activities. A major portion of the guide consists of projects and activities by grade level (K-6). Each project includes behavioral objectives, developmental tasks, integration of the project with other subject areas, how the project facilitates career education, a bill of materials, tools needed, and working drawings. Information sheets for use in an inservice workshop for elementary school teachers, layouts of sample facilities for conducting elementary school industrial arts activities, a suggested tool list, and an annotated bibliography are also included. (Author/JH)

ED 176 041 CE 021 832

Faust, John R.

How to Develop a Curriculum for Vocational Education. A Manual for New Hampshire's Vocational Educators.

Keene State Coll., N.H. Vocational Curriculum Research Office.
Spons Agency-New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.; Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Grant-G007700862
Note-91p.; For a related document see CE 021 833 ; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Curriculum Design, *Curriculum Development, *Curriculum Planning, Definitions, Educational Objectives, Evaluation Methods, Instructional Materials, Learning Activities, Needs Assessment, Occupational Clusters, *Performance Based Education, Program Development, Program Evaluation, Secondary Education, Task Analysis, *Vocational Education
Identifiers-*New Hampshire

Developed as part of a New Hampshire project entitled "Curriculum-Activity Planning for Schools," this manual supplements the project guide (CE 021 833) on how to establish components for a competency-based vocational secondary school curriculum. The essential components for curriculum development are classified in an introductory section as inputs (developing program and needs assessment data statement, establishing job family cluster, and analyzing tasks to create competencies), plan (creating instructional objectives and selecting learning activities and instructional resources), and outputs (developing evaluation techniques and designing effective recordkeeping). Then, section 1 provides a glossary of terms and meanings related to the components. Sections 2-4 contain definitions, procedures, examples, and worksheets to construct each component. The last section provides suggestions for the sequence and form of activities within each component classification.

ED 176 185 CG 013 786

Carr, Edward G.

Escape as a Factor in the Maintenance of Aggression, Tantrums and Self-Injury.

Pub Date-Jun 79

Note-19p.; Paper presented at the Annual Convention of the Association for Behavior Analysis; International Organization (5th, Dearborn, Michigan, June 16-19, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aggression, Behavior Change, *Behavior Problems, Child Psychology, *Emotionally Disturbed Children, Emotional Response, Reinforcement, *Self Mutilation, *Social Reinforcement, *Teaching Techniques

Aggression, tantrums, and self-injury can function as escape behaviors, allowing children to terminate aversive demand (teaching) situations. In one group of six psychotic children, these behaviors were frequent in demand situations, and rare in nondemand situations. Further, when stimuli correlated with the termination of demands were presented, problematic behaviors decreased dramatically. These problems were treated in two ways by an escape-extinction procedure in which the child was prohibited from leaving the demand situation as long as disruptive behavior was occurring, and the introduction of strongly preferred reinforcers to attenuate the aversiveness of the demand situation thereby reducing the motivation to emit escape responses. Such an approach was successful in eliminating the aggressive and self-injurious behaviors of two children and the tantrum behavior of two others. (Author/PJC)

ED 176 400 EA 012 126

A Case for Underground Schools.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency-Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.

Pub Date- 79

Contract-DCPA01-78-C-0265

Note-63p.; Photos may not reproduce clearly

Available from-Administrator, School Plant Services, State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma 73105

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attitudes, *Building Plans, Climatic Factors, Construction Costs, Elementary Secondary Education, Emergency Programs, *Energy Conservation, Fallout Shelters, Land Use, *School Design, School Safety, Space Utilization, Thermal Environment, *Underground Facilities, *Windowless Rooms

Identifiers-*Oklahoma

The underground school offers several advantages. Preliminary studies in Oklahoma have shown that these schools perform exceptionally well as learning environments. The lack of noise and distractions helps teachers keep the attention of their students. Underground structures can protect people against a broad range of natural and man-made disasters, and schools offer the additional advantage that they are generally located central to the highly populated regions where emergency shelters may be most needed. In many cases, these shools were built with the understanding that the schools would provide sanctuary for the community in the event of tornadoes. There are indications that revenue requirements for energy and maintenance of underground schools are likely to be significantly less than requirements for comparable above ground schools. There are possibilities of making dual use of available land by building underground. Case studies of 12 schools show capacity, construction costs, floor plans, and photographs. (Author/MLF)

Golbin, Arlene, Ed.

Cerebral Palsy and Communication What Parents Can Do.

George Washington Univ., Washington, D.C.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.

Pub Date-Apr 77

Grant-50-P-15606/3-02

Note-118p.; Guide prepared through the Job Development Laboratory

Available from-Job Development Laboratory, George Washington University, Division of Rehabilitation Medicine, 2300 Eye Street, N.W., Room 420 Ross Hall, Washington, DC 20037 ($6.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cerebral Palsy, *Communication Problems, *Communication Skills, *Nonverbal Communication, *Parent Participation, Physically Handicapped, *Speech Therapy, Therapy

Intended for parents of cerebral palsied children, the manual discusses special communication problems that often accompany the condition, and describes various strategies for helping such children communicate. A chapter on positioning for speech diagrams 14 different positions to help facilitate better functioning in many areas, including speech. A chapter on feeding therapy describes some of the ways to provide oral sensory experiences and to facilitate normal oral patterns of movement in a cerebral palsied person. Aspects covered include positioning, drinking, self-feeding, swallowing, and speech. A chapter on helping the child with both cerebral palsy and hearing impairment to communicate covers the detection, testing, and habilitation of such children. Another chapter examines the relationship between breathing and speech so that parents may better understand some of their child's possible difficulties. Specific guidelines are given to assist parents in assessing their child's abilities. In some instances suggestions for corrective steps are given. A chapter on nonverbal communication presents an overview of some alternatives to speech, including communication boards, communication books and other portable devices, and symbols for expressing information via nonverbal systems. A description of a child's normal development from birth to 1 year, with respect to communication, is appended. (DLS)

ED 176 564 FL 010 628

Albanian: Basic Differences Between Gege and Toske Dialects.

Defense Language Inst., Monterey, Calif.

Pub Date-Apr 65

Note-26p.; For related documents, see FL 010 626-627, FL 010 634, and FL 010 637-648

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940

Language-Albanian; English

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, *Albanian, Audiolingual Methods, Classroom Materials, Dialects, *Dialect Studies, Grammar, *Instructional Materials, *Language Instruction, Language Variation, Morphology (Languages), Phonology, *Regional Dialects, *Second Language Learning, Speech Communication, Supplementary Textbooks, Syntax, Uncommonly Taught Languages, Vocabulary

This booklet discusses Albania's two main dialects, Gege and Toske. It contains basic rules and emphasizes the phonological and morphological differences between the two dialects. It is intended to accompany a basic Albanian course for adult students that teaches both the dialects. (NCR)

Freeman, Leah

The Changing Role of Women: A Selected Bibliography. Third Edition.

California State Univ., Sacramento.

Pub Date-77

Note-196p.; For related document see CG 013 734

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Employment, Family Planning, *Females, Feminism, *Library Collections, Rape, *Reference Materials, *Role Perception, Sexuality, Social Change, Womens Education, *Womens Studies

Identifiers-*California State University Sacramento

Although designed specifically for students at California State University - Sacramento, this bibliography on the changing role of women provides citations which enable students to trace the history of ideas of the women's movement, and to bring into focus a vast collage of facts. The bibliography is arranged alphabetically by author in the following categories: crime and rape, education, employment, family and family planning, history of women prior to 1960, juvenile books, literature and fine arts, political activity and civil rights, reference materials, sex roles and stereotypes, sexuality, health and psychology, third world women, and the womens liberation movement. First published in 1971, the bibliography was initially revised in 1972. (PC)

ED 176 228 CS 004 998

Englander, Meryl Harste, Jerome

Cue System Utilization among Beginning Readers.

Pub Date-Apr 79

Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Beginning Reading, Cognitive Development, *Context Clues, *Cues, Linguistics, Primary Education, *Reading Achievement, Reading Instruction, *Reading Processes, *Reading Research

A study was conducted to determine which of three major cue systems (linguistic, cognitive, or extralinguistic) 146 subjects at the kindergarten, first grade and second grade levels used to reconstruct meaning when confronted with a reading task. Cue system utilization was related to four factors: modality (listening versus reading), reading achievement as identified by classroom teachers, grade level, and familiarity with vocabulary. The subjects differed significantly in the utilization of various cue systems with an increasing utilization and dependency upon the linguistic system. (Author/FL)

ED 176 293 CS 205 132

Mundt, Whitney R. Broussard, E. Joseph
Journalistic Schizophrenia: The Law/Ethics Dichotomy. Research Bulletin Number 4, Volume 2.
Louisiana State Univ., Baton Rouge.
Pub Date-Apr 79
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Court Cases, *Ethics, Higher Education, *Journalism, *Legal Responsibility, *News Reporting, Photography, *Privacy, Questionnaires, Research, *Student Attitudes, Torts.
Identifiers-*Photojournalism

Two hundred fourteen journalism students responded to a questionnaire designed to test the extent of the disparity between journalistic attitudes toward law and ethics in the area of invasion of privacy by photography in both print and broadcast media. The survey instrument presented eight cases in which allegations of media invasion of privacy were tested in the courts, and responses to questions about the cases were analyzed according to sex, classification (upperclass/lowerclass), and subject (ethics/law/photojournalism/feature writing/mass communications). Results indicated that there was a pronounced dichotomy between media law and media ethics in which journlaistic conduct was more often seen as legal than as ethical. The findings suggest that journlaists are more likely to condemn one another than to be condemned by jurists. (The questionnaire and a summary of the eight court cases referred to are appended.) (AEA)

ED 176 379 EA 012 088

Equity as a Guiding Theme for NIE.
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Pub Date- 79
Note-22p.; Paper distributed at a meeting of the National Council on Educational Research (July 1979)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Educational Policy, *Educational Research, Elementary Secondary Education, *Equal Education, *Evaluation Methods, Higher Education, Information Dissemination, *Program Evaluation
Identifiers-*National Institute of Education

This paper discusses the equity mandate of the National Institute of Education (NIE) and ongoing and planned research designed to enhance equity within the Institute's three major programs. First, the paper summarizes the congressional mandate and how the concept of equity evolved. Next, it details the three NIE programs including those on teaching and learning, policy and organization, and dissemination and improvement of practice. Strategies to assess the progress NIE has made in meeting its equity mandate such as in program areas conclude the paper. (Author/LD)

ED 176 081 CE 022 602

Westbrook, Franklin D.

Changing Sex-Role Stereotyping and Sex Bias A Vocational Education Project. Final Report, No. 15-79, September 1, 1977 through June 1, 1979.

Maryland Univ., College Park. Counseling Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-1 Jun 79

Grant-G007702244

Note-41p.; Not available in paper copy due to light print

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents, Changing Attitudes, Females, *Individual Characteristics, Males, Measurement Instruments, *Occupational Choice, Occupational Clusters, Preschool Children, Professors, Secondary School Teachers, Sex Discrimination, *Sex Role, *Sex Stereotypes, Undergraduate Students, Validity, *Vocational Education, Work Environment

Identifiers-*Dominant Characteristics Inventory, Holland (John L)

The Dominant Characteristics Inventory (DCI) was administered to 836 university undergraduates, 666 college professors of mathematics, chemistry, English, modern foreign languages, history, and physical education, and 752 high school teachers of the same subjects. Data from the college students were used to assess the reliability and validity of the DCI and the comparability of male and female responses to its traits. College professor data were used to establish worker profiles to which high school teacher profiles were compared. It was established that the DCI traits are reliable and valid; males and females respond to them similarly; workers from an occupational group respond similarly; there are basic similarities between the responses to DCI traits by workers who perform at different levels within an occupational group, regardless of race; and fifty satisfied workers can produce a reliable profile for an occupational group. Two other inventories which use DCI variables (traits) or activity statements the Dominant Characteristics Inventory-Secondary Level and the Preferred Activities Inventory (PAI) were administered to adolescents and children, respectively, to determine how early in a person's life the DCI traits are recognizable. It was determined that pre-school children can respond meaningfully to the activity statements of the PAI and parents confirm their preferences. (Author/JH)

ED 176 162 CG 013 763

Lakin, Musia G.

Group Behavior and Social Development Among Young Children.

Pub Date-25 Jun 79
Note-23p.; Paper presented at the Annual Meeting of the International Society for the Study of Behavioural Development (5th Biennial, Lund, Sweden, June 25-29, 1979); Tables are of marginal legibility
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Behavior Development, *Child Rearing, Collective Settlements, Day Care Services, *Group Experience, *Interaction, *Peer Influence, Preschool Children, *Socialization

A field investigation of 32 groups of communally reared children utilizing 10 categories of group behavior reported group behavior forms and child socialization in groups of toddlers and preschoolers 18 months to 42 months of age. The groups were equally divided (16 each) among ``total'' and ``day care'' types and were age-homogeneous. Group forms were grouping, monitoring, imitation, affective responses to others, object transactions, helping, norm behaviors, importance establishing, organizing and boundary behaviors. Monitoring, grouping, organizing and norming showed direct age changes but degree and kind of contact influenced grouping as well as imitation and object transaction. Helping, boundary behaviors, affective responses and establishing importance were infrequent in our observations. Some group interactions were found to be more facilitative of socialization at earlier ages than is generally thought likely. It is suggested that group forms could be employed as socialization criteria for social development and as diagnostic aids. Further study should chart one or two group forms over a greater developmental span. (Author)

ED 176 207 CS 004 915

R&D Speaks in Reading: Research for Practitioners; Proceedings of a Reading Conference.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Grant-OB-NIE-G-78-0108
Note-73p.
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Class Management, *Class Organization, Discipline, *Educational Research, Misbehavior, *Reading Comprehension, Reading Instruction, *Reading Research, *Teacher Behavior, Teaching Techniques

This report presents a synthesis of a day-and-a-half interactive conference on research and development in reading attended by a group of reading specialists from Arkansas, Louisiana, New Mexico, Oklahoma, and Texas representing their state departments of education. It includes the two presentations "A Sampling of Research Within Reach" by Phyllis Weaver, which deals with understanding reading comprehension and gives suggestions for teaching reading comprehension and "Effective Classroom Management" by Linda Anderson, which discusses effective classroom management and discipline that will provide the optimum learning situation for children. The short exercises used by each presenter to facilitate discussion as well as participant responses to the program, an agenda, and a list of materials displayed at the conference are included. (MKM)

ED 176 271 CS 205 093

Washington, Gene

Questions: Strategies and Intentions.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Higher Education, Information Theory, Linguistics, Literary Analysis, *Questioning Techniques, *Rhetoric

This paper focuses on the pedagogical strategies that can be constructed from the technique of using questions in composition writing. Questions are classified into real, pedagogical, and rhetorical; the rhetorical intentions of real questions are examined; and the "possibility of negation" and three-stage rhetorical patterns (question/commentary/answer) are described. Other issues addressed are the possible kinds of information transferred to a reader by a real question, using questions to structure information, and the possible rhetorical effect of a question. Examples of various questioning techniques used in literature are included. (AEA)

ED 176 315 CS 205 173

De Mott, John Roberts, Robert

White Racism, Blacks, and Mass Communications: An Instruction Source Bibliography.

Pub Date-Aug 79

Note-35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Employment, *Black History, *Blacks, Equal Opportunities (Jobs), Higher Education, *Journalism, Journalism Education, *Mass Media, Minority Groups, News Media, *Race Relations, Racial Discrimination

This bibliography lists suggested readings about blacks, race relations, and the media to supplement conventional categories common to most journalism curricula. It was designed to meet a perceived shortage of instructional materials on the subject, a shortage that does not actually exist. Citations are organized under the topics of general race relations; history of blacks; black mass media; the effects, criticism, and portrayal of minorities and the mass media; and the employment of blacks in the mass media. (MKM)

ED 176 359 CS 502 637

Conquergood, Dwight

The Anglo-Saxon Boast: A Study in the Archaeology of a Speech Genre.

Pub Date-Nov 78
Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Language Universals, Language Usage, *Medieval History, *Old English Literature, Persuasive Discourse, Politics, Rhetoric, *Rhetorical Criticism, *Speech Communication, Speeches, *Speech Habits
Identifiers-*Beowulf

Based on the premise that the examination of primordial and universal genres of utterance illuminates universal principles of speaking and meaning, this paper examines the Anglo-Saxon boast, a common form of speaking among Germanic warrior societies during the early middle ages. It tells how Old English literature provides evidence from which the nature and function of the boast can be reconstructed, establishes the pervasiveness of and positive attitudes toward boasting before the entrenchment of Christianity, explains how past accomplishments were used in the boast to propel the boaster toward imminent battle crises, and documents the function of the boast as a public promise regarding future behavior, rather than as an utterance of self-praise. It next analyzes the first dramatically rendered boast in ``Beowulf,'' showing how the boast helped Beowulf recharge his identity and grapple with the real possibility of failure and death in battle. After showing how certain contemporary rituals, including some political speeches and the preparation of ``vitae'' by job applicants, bear the imprint of the Anglo-Saxon boast, the paper concludes by pointing to the boast as a universal principle of discourse that permits people to organize experience by creating a usable past to give meaning and continuity to existence. (GT)

ED 176 445 EC 120 447

Brantlinger, Ellen And Others

Assist Program 1: The Moderately/Severely Handicapped. Sourcebook. ASSIST: Associate Instructional Support for Teachers.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.; Indiana Univ., Bloomington. Developmental Training Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Aug 78

Grant-451AH80294

Note-332p.; For related information, see EC 120 448-450 and PS 010 775, PS 010 802

Available from-Indiana University, Developmental Training Center, 2523 East Tenth Street, Bloomington, Indiana 47401 ($5.50, 4 reels of 16mm preservice and inservice films $240.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Basic Skills, Child Advocacy, Class Management, Communication Skills, Consumer Education, Daily Living Skills, Educational Methods, *Handicapped Children, Hygiene, *Inservice Education, Interpersonal Competence, Language Development, Motor Development, *Paraprofessional School Personnel, *Preservice Education, Safety, *Severely Handicapped, Social Development, Staff Improvement, Student Characteristics, Teacher Aides, Teaching Methods

The first of two documents designed to provide training for paraprofessionals working with moderately and severely/profoundly handicapped students, the sourcebook provides information on preservice and inservice education. Narrative is presented and activities are described for the following preservice topics (sample subtopics in parentheses): role of instructional associate (paraprofessional's functions, relationship with teacher); advocacy (history of treatment of the handicapped, legal accomplishments achieved by advocates, deinstitutionalization, other current trends); student characteristics (student placement, types of handicaps); and school issues (program types, personnel, common procedures). Self-paced inservice topics include the following eight instructional units (sample subtopics in parentheses): classroom management (establishing a positive learning environment, establishing positive human interactions); the instructional process (informal assessment methods, programming); motor skills (trends in motor development, fine motor skills, fitness); communication skills (group language activities, hearing adaptations); social skills (development of identity); functional academic skills (developmental writing, functional math, termporal relations); personal autonomy skills (feeding, toileting, dressing); and home and community living skills (dishwashing, community mobility, consumer education, career education, safety skills). (CL)

ED 176 465 EC 120 513

Quay, Lorene C. Weld, Gary L.

Focal and Incidental Learning to Visually and Auditorily Presented Material in Learning Disabled and Normal Children at Two Age Levels.

Georgia State Univ., Atlanta. Dept. of Early Childhood Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-May 77
Grant-G007507277
Note-37p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, *Attention, *Aural Learning, Childhood, Cognitive Style, *Conceptual Tempo, Exceptional Child Research, *Incidental Learning, *Learning Disabilities, Test Validity, *Visual Learning
Identifiers-Matching Familiar Figures Test (Kagan)

Research on selective attention in learning disabled (LD) children is reviewed, and a study comparing the selective attention performance of 60 7-and 12-year-old LD and normal children to visual and auditory stimuli is reported. Each S was tested for focal and incidental memory individually in either the auditory or visual mode of stimulus presentation. All Ss were administered the Matching Familiar Figures (MFF) test of reflection-impulsivity. LD Ss were also administered two subtests of the Illinois Test of Psycholinguistic Ability (visual and auditory sequential memory). Results supported other studies which indicated no difference between LD and normal Ss on selective attention as measured by recall of focal and incidental stimuli. LD Ss, however, did not become more attentive with age to visual stimuli, as both LD and normal Ss did with auditory stimuli. Normal and LD Ss differed on the MFF error but not on MFF latency measure, calling into question the construct validity of the MFF latency score. No clear relationship was found between selective attention and reflection-impulsivity as measured by the MFF. (CL)

ED 176 523 EC 120 743

Peak, Orel And Others

Educational Methods for Deaf-Blind and Severely Handicapped Students, Volume I.

Texas Education Agency, Austin. Div. of Special Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jan 79
Note-376p.; Some print is marginal and may not reproduce well in hard copy
Pub Type- Reports - General (140)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Behavior Change, Communication (Thought Transfer), Curriculum Development, *Deaf Blind, Educational Diagnosis, Multiply Handicapped, Outreach Programs, Program Design, *Program Development, Remedial Instruction, Rural Education, Sensory Training, *Severely Handicapped, Visual Learning, Visual Stimuli, Workshops

The 17 papers were originally presented at a 1977 series of workshops for personnel serving the deaf-blind and severely handicapped and are organized into the following workshop topics: programing and program development, the senses, cognition, communication, and behavior managment. The papers have the following titles and authors: Education for the Severely Handicapped - What is It?'' (O. Peak); Program Outreach, Services for Deaf-Blind Children in Rural Areas'' (J. Dominguez); The Design of Instructional Programs for Severely Multihandicapped Students'' (J. Writer); Assessment and Remediation of Multihandicapped Children'' (M. Wood); Application of Audiological Principles to the Deaf-Blind Child'' (R. Roeser); Visual Development'' (M. Efron); Workshop in Vision Stimulation and Training'' (K. Shane); Sensory Stimulation, Sensory Integration Theory'' (G. Stone); Sensory Stimulation, Sensory Integration - Techniques and Equipment'' (M. Dodd); Sensorimotor Cognitive Assessment and Curriculum for the Multihandicapped Child'' (N. Fieber); Prelanguage Development - Communication Training for the Deaf-Blind'' (R. Condon); Communication Development'' (S. Soltman); Nonvocal Communication'' (K. Dorsey); Approaches to Nonoral Communication'' (N. Harlan and F. Carlson); A Discussion of Behavior Modification Procedures as Applied to the Severely and Profoundly Handicapped'' (D. Duncan); Behavior Management of the Severely Profoundly Handicapped Child'' (J. Harris); and Behavior Analysis'' (H. DeShong). (PHR)

ED 176 544 FL 010 442

Redard, Francoise

La prise de conscience du systeme phonologique par de juenes enfants francophones en milieu scolaire (The Awareness of the Phonological System among Young French-Speaking Children in a School Environment). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 26.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-76

Note-17p

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aural Learning, *Child Language, *Discovery Learning, *Discovery Processes, Elementary Education, *French, Language Development, Language Instruction, *Language Processing, Language Research, Learning Activities, Learning Processes, Learning Theories, Linguistic Competence, Linguistic Performance, Perception, Phonics, *Phonology, Psycholinguistics, Speech, Teaching Methods

This is a report of a study conducted by a group of teachers to discover the extent to which students in the first three years of school were aware of the phonetic system of their native language (French) with emphasis on the means they used to analyze it. In the first year, the children discovered phonetic oppositions by touching their lips and teeth, watching their articulatory movements in a mirror, and drawing symbols to illustrate differences between sounds. The children in the second year began by recognizing minimal pairs. They were then led by their teacher to discover other sounds, including vowels. In this class also the children and the teacher devised diagrams to illustrate the sounds. The heuristic devices proposed by pupils in the third year, like those in the other two years, were to place their fingers on teeth or nose or throat and to use a mirror. By the end of the third year the children described in their own words the articulation of sounds; their definitions generally corresponded to an acoustic or articulatory reality. The advantages of pursuing such a discovery process were seen immediately in increased awareness among the children of the differences between oral and written language. It is hypothesized that such knowledge will help the student to learn a second language. Moreover, allowing the children to discover for themselves how their language functions has educative value in itself. (AMH)

Training Local Vocational Administrators in Cost-Benefit Analysis of Vocational Programs. Final Report, May 1, 1978 to June 30, 1979.

Colorado State Univ., Ft. Collins.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-79
Note-99p.; Not available in hard copy due to reproducibility problems
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Problems, *Administrator Education, *Cost Effectiveness, Decision Making, *Educational Administration, Feasibility Studies, Information Needs, Information Sources, Literature Reviews, Program Effectiveness, Use Studies, *Vocational Education, Workshops

A project was undertaken in Colorado to evaluate the feasibility of cost-benefit analysis as a source of information for local vocational administrators, to evaluate the effectiveness of a workshop for training these administrators in cost-benefit analysis, and to identify problems that prevent them from using this type of analysis in program development and evaluation. Based on a literature search conducted to determine the utility of cost-benefit analysis as a tool for decision-making by local vocational administrators, it was found that (1) certain conditions such as calculating costs and economic benefits and identifying target occupations must be met before conducting the analysis; and (2) while local vocational administrators can conduct cost-benefit research on their own, the pay-off in information is usually not worth the effort to obtain it. A one-day workshop was held, and fourteen administrative personnel attended. Following the training session, a mail survey of the participants showed that a majority felt an analysis designed solely to reveal monetary costs and benefits to be of minimal use in decision making. (The appendixes include survey and training materials, original project objectives and methodology, and a list of thirty vocational education outcome questions. Also included are the annotated references that resulted from the literature search.) (ELG)

ED 176 100 CE 022 722

Redcay, Shirley

Career Education for Mental Health Workers. Interviewing and Influencing Skills. Human Service Instructional Series. Module No. 2.

University of South Florida, Tampa. Human Resources Inst.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Jun 78

Note-28p.; For related documents see CE 022 720-726

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Patterns, *Communication Skills, *Health Occupations Education, Human Relations, *Human Services, Interpersonal Competence, *Interviews, *Learning Activities, Learning Modules, *Mental Health, Postsecondary Education, Self Expression

This module on interviewing and influencing skills is one of a set of six developed to prepare human services workers for the changing mental health service delivery system. Focus is on concepts and skills basic to competency in interpersonal relationships involving information gathering, recording information in the context of appropriate formats, and influencing individual behavior. Following notes on target population (human services community college student), module length (51 classroom hours), and suggested class size (15-25 students), the module contains the following seven sections: (1) a list of behavioral objectives, (2) the instructional design of the module, (3) a pretest on the module goal, (4) a list of materials for the course, (5) instructional procedures for each behavioral objective, (6) a posttest on the module goal, and (7) student feedback on the module. In addition to listing instructional procedures for each of the thirteen objectives, the module informs the student of the estimated class time for completion, equipment needed, and how to demonstrate competency. Appended material includes an article entitled "Observed Communication Styles of Interviewers and Interviewees in Group Interaction." (LRA)

Kipnis, Dorothy McBride Kidder, Louise H.

How Failure Strikes Men and Women.

Temple Univ., Philadelphia, Pa.
Spons Agency-Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.
Pub Date-Aug 78
Contract-N0014-75-C-0618
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, *Failure Factors, *Fear of Success, Feedback, Performance Criteria, Performance Factors, *Self Evaluation, *Sex Differences, *Sex Stereotypes, Task Analysis

Reactions of men and women to failure in sex-appropriate and sex-inappropriate tasks were examined through performance records, self-ratings of learning progress, and attributions of performance to effort and ability. Fear of success studies show that individuals may avoid success where success is sex-inappropriate. It was thought that failure might not be so bad if the task was sex-innappropriate anyway. Results show this. Both men and women suffered less impairment in actual performance after failure feedback when they thought their task was sex-inappropriate. However, only women absorbed the failure message, as indicated by self-ratings of progress in learning. The sex difference is examined in terms of sex-differentiated use of the attribution process. (Author)

ED 176 229 CS 004 999

Reading Achievement: Characteristics Associated with Success and Failure: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' October 1978 through June 1979 (Vol. 39 Nos. 4 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-34p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Beginning Reading, *Cognitive Ability, Cognitive Development, Doctoral Theses, Elementary Secondary Education, Environmental Influences, Foreign Countries, *Language Development, Learning Disabilities, Listening Skills, Literacy, Reading Ability, *Reading Achievement, *Reading Comprehension, Reading Difficulty, Reading Failure, *Reading Research, *Remedial Reading
Identifiers-Oral Language

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 56 titles deal with a variety of topics concerning the relationship of reading achievement to many variables such as memory, listening comprehension, intelligence, self-concept, classroom behavior, reading attitude, home environment, oral language, hemispheric and motor laterality, teacher knowledge, Wechsler Intelligence Scale for Children (WISC) subtest scores, conservation, spelling, oral language ability, visual perception, and imagery. (MKM)

ED 176 250 CS 005 033

Bliesmer, Emery P., Ed. Staiger, Ralph C., Ed.

Problems, Programs, and Projects in College-Adult Reading; Yearbook of the Annual Meeting of the National Reading Conference (11th, Fort Worth, Texas, December 7-9, 1961).

National Reading Conference, Inc.

Pub Date-62

Note-228p.

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Adult Reading Programs, College Students, Higher Education, Linguistics, Mass Media, *Program Content, Readability Formulas, Reading Achievement, *Reading Comprehension, *Reading Instruction, Reading Interests, *Reading Programs, *Reading Research, Reading Skills, Student Attitudes, Teaching Techniques

Identifiers-*National Reading Conference

Focusing on problems, programs, and projects in college and adult reading, the papers in this volume were drawn from the eleventh annual meeting of the National Reading Conference held in 1961. The 29 papers are grouped into three sections, the first of which contains studies and theoretical papers that deal with reading speed and comprehension. Specific topics covered in this section include: speed, power, and comprehension; reading as linguistic behavior; mental content as a contributing and concomitant factor in reading; measurement of improvement in reading skill courses; and the future of rapid reading. The papers in the second section offer descriptions of reading programs actually in use throughout the United States. Among the specific program areas discussed are programed learning, closed circuit television, mass media, student attitudes, techniques for improving reading and learning achievement among incoming college freshmen, and vocabulary development. The third section offers papers dealing with projects and research in reading and includes discussions of the following topics: how misinterpretations of theory and research lead to errors in practice, refinement of a readability formula, the predictability of omissions in reading and listening, reading disability, and reading interests. The volume also contains a list of persons attending the conference. (FL)

ED 176 425 EA 012 165

Suter, Larry E.

Travel to School: October 1978. Current Population Reports. Population Characteristics. Series P-20, No. 342.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date-Sep 79

Note-25p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.75)

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors-*Bus Transportation, Elementary Secondary Education, Higher Education, *National Demography, *National Surveys, Preschool Education, *Student Transportation

This report is the first statistical study published by the Census Bureau to describe the distance, time, and mode of transportation of students enrolled in school from the nursery school level through college, as well as for those in vocational schools. The information was obtained from members of households who were interviewed in the October 1978 Current Population Survey and is presented in this report by characteristics of the student, such as grade level, race, metropolitan residence, and type of school. The report says these statistics may be useful in discussing efficient energy use and in understanding the relationship between residential living patterns and choice of school transportation. They should also be useful as a basis for comparison of changes in transportation patterns in future surveys as the number of children in school changes during the 1980s. (Author)

EC

ED 176 503 EC 120 598

Heinemann, Alison Mallis, Jackie

Star Power: Providing for the Gifted & Talented. Module 4. Applications of Theories of Creativity to the Gifted/Talented.

Education Service Center Region 13, Austin, Tex.

Pub Date-77

Note-53p.; Due to copyright restrictions the appendixes are not included in the series; Best Available Copy; For related information, see EC 120 594-604

Available from-Education Service Center, Region XIII, 7703 North Lamar Boulevard, Austin, Texas 78752 ($78.00 per set; $8.00)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Creative Development, *Creativity, Elementary Secondary Education, *Gifted, *Inservice Education, Inservice Teacher Education, Resource Guides, *Talented Students, *Teacher Evaluation, Teacher Workshops, *Theories

Identifiers-Guilfords Structure of Intellect

The document presents Module 4, applications of theories of creativity to the gifted/talented, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. Part I focuses on J. Guilford's Structure of Intellect model, while Part II covers contributors to understanding creativity (including E. Torrance, A. Osborn, W. Gordon, and F. Williams). Each part is divided into sections with the following: enabling objectives (such as apply Guilford's model to specific activities in your teaching area and describe several procedures for cultivating creativity in gifted/talented students); rationale to establish a frame of reference; preassessment tests and evaluation; instructions for scoring the preassessment instrument; activities (which cover such topics as discussing implications of the Structure of Intellect model for career counseling and making a list of books and resources which can be used to stimulate creativity); and postassessment procedures. (SBH)

ED 176 565 FL 010 634

Albanian Song Book.

Defense Language Inst., Monterey, Calif.

Pub Date-Feb 65

Note-88p.; For related documents, see FL 010 626-628 and FL 010 637-648

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940

Language-Albanian

Pub Type- Creative Works (030)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education, *Albanian, Audiolingual Methods, Childrens Games, Choral Music, Classroom Materials, *Folk Culture, *Instructional Materials, *Language Instruction, *Music, Poetry, *Second Language Learning, Supplementary Textbooks, Uncommonly Taught Languages

This Albanian song book contains folk songs, patriotic songs, love songs, children's games and a few poems. The music to some of the songs is included. (NCR)

ED 176 140 CG 013 734

Freeman, Leah

Women on the Move: A Selective Bibliography of Periodical Articles.

California State Univ., Sacramento.

Pub Date-77

Note-65p.; For related document see CG 013 733

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Females, Human Relations, International Studies, *Library Collections, *Periodicals, Role Perception, *Self Actualization, Social Change, *Womens Education, Womens Studies

Identifiers-*California State University Sacramento

This selective bibliography of periodical literature deals with the subject of women and their changing role in society. The span of time covered is primarily 1960 to the present, with a scattering of articles from much earlier dates. This bibliography offers citations from many areas, e.g., social science, education, and the humanities, and although the bibliography is divided into broad subject categories, these groupings are often overlapping and interrelated. (Author/PJC)

ED 176 380 EA 012 091

David, Remigius
S Pub Date- 79
Note-10p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Models, *Teacher Motivation, *Teacher Salaries

This paper presents a cost-effectiveness model for teachers' pay that rewards preparation and performance and eliminates favoritism and hidden raises. Academic preparation is classed as effort (the E factor) and performance, in the form of out-of-class responsibilities, comprises the R-factor. A teachers' total salary (S) is the sum of his or her E plus R factors, which are evaluated by the school board at percentages of the base salary scale for the district. The paper claims that this model rewards teachers who really love to work with students. (Author/LD)

ED 176 004 CE 018 439

Wood, Kirk J.

Survey of Job Skills in the Beef Cattle Industry in the Uintah Basin.

Pub Date-78

Note-45p.; M.S., Utah State University

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agricultural Production, *Agricultural Skills, Educational Needs, Job Skills, *Livestock, Needs Assessment, Rating Scales, *Surveys

Identifiers-*Beef Cattle Production, Utah

A study was conducted to identify the skills and training needs of Uintah Basin (Utah) beef cattle producers. A questionnaire form was mailed to a random sample of 210 beef producers. The questionnaire consisted of a list of 106 skills to be rated by the respondents. Two basic questions were asked about each skill: (1) How important is the skill to your operation? and (2) Do you need more training in this area? The findings indicated that all of the skills in harvesting, planting, and soil preparation were rated most important. Also, more than one-half of the respondents stated that training was needed in 45 of the 106 skills listed. (JH)

ED 176 023 CE 020 598

Fleischhauer, Karl-Heinz Pogodda, Gerhard

Adult Education in Europe: Adult Education in the German Democratic Republic. Studies and Documents, No. 5.

European Centre for Leisure and Education, Prague (Czechoslovakia).

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-78

Note-112p.; For a related document see CE 020 597

Pub Type- Books (010) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, *Adult Education Programs, Adult Educators, Educational History, Educational Philosophy, *Educational Practice, *Foreign Countries, Program Content, Program Design, Research Projects

Identifiers-*East Germany

Focusing on adult education in the German Democratic Republic (GDR), this book is part of the series on adult education in Europe. The first of three sections, The System of Adult Education in the GDR, describes (1) the historical background particularly since World War II and the development of the socialist state; (2) the social determinants (socio-economic, political, and intellectual and cultural); (3) the goals, components, and main modes; (4) the three spheres of content (systematic post-high-school general education in People's Universities, vocational further training, and multivariate further training by social organizations); (5) the legal foundations; (6) management, planning and financing; and (7) the basic forms of the adult pedagogical process. The second section, Personnel Engaged in Adult Education, points out that there are 6,000 full-time staff members employed in the GDR's adult education facilities, and describes their qualifications and social status. Section 3, Theory and Research in the Field of Adult Education, provides a summary of current research programs and lists the themes around which research efforts in the GDR are currently centered. The appendixes include an extract from the GDR labour code, adult education statistics for the GDR, statutory provisions on adult education in the GDR, and a list of selected publications on adult education in the GDR. (LRA)

Faust, John R.

Establishing Curriculum Components: A Guide for New Hampshire Vocational Educators.

Keene State Coll., N.H. Vocational Curriculum Research Office.

Spons Agency-New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.; Office of Education (DHEW), Washington, D.C.

Pub Date- 79

Grant-G007700862

Note-22p.; Some pages in this document will not reproduce well due to small or faint print; For a related document see CE 021 832

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Design, *Curriculum Development, *Curriculum Planning, Educational Objectives, Evaluation Methods, Instructional Materials, Learning Activities, Needs Assessment, Occupational Clusters, *Performance Based Education, Program Development, Program Evaluation, Secondary Education, Task Analysis, *Vocational Education

Identifiers-*New Hampshire

Developed as part of a New Hampshire project entitled ``Curriculum Activity Planning for Schools,'' this guide provides an overview to creating a format and the appropriate components for a competency-based vocational secondary school curriculum. First, the curriculum components are identified, and directions are provided for their development. Divided into the three phases of the curriculum design process, the components are classified as inputs (developing program and needs assessment data statement, establishing job family cluster, and analyzing tasks to create competencies), plan (creating instructional objectives and selecting learning activities and instructional resources), and outputs (developing evaluation techniques and designing effective recordkeeping). For each component two examples are provided except for needs assessment which only requires one example. A checklist of the curriculum components is included at the end for vocational educators to use in assessing their programs. A supplemental document designed to accompany this guide is entitled ``How to Develop a Curriculum for Vocational Education A Manual for New Hampshire's Vocational Educators'' (CE 021 832) and provides more detailed information and worksheets for each component. (ELG)

ED 176 119 CE 022 787

IBPAT/OSHA Health and Safety Education Book.

International Brotherhood of Painters and Allied Trades, Washington, D.C.

Spons Agency-Occupational Safety and Health Administration, Washington, D.C.

Pub Date- 79

Note-222p.; Photographs, as well as tables 10 and 16, which contain small print, will not reproduce well; For a related document see CE 022 788

Available from-IBPAT/OSH Training Project, 1750 New York Avenue, N.W., 5th Floor, Washington, D.C. 20036

Pub Type- Guides - Non-Classroom (055) - Reference Materials (130)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Accident Prevention, Accidents, *Building Trades, Health, Health Education, Injuries, Occupational Diseases, *Painting, Prevention, *Safety Education, Safety Equipment, Trade and Industrial Education

Identifiers-Occupational Safety and Health Act

Designed for paint and allied trade workers, this manual/reference guide contains information and guidelines for (1) workers in general occupational health hazards, (2) hazards particular to each trade group, (3) control of occupational hazards, (4) worker rights and responsibilities, (5) how to call in outside help, and (6) Occupational Safety and Health Act standards and policies. Following an introductory section, the first of fourteen additional sections presents facts about occupational accidents in the paint and allied trades. Sections 3 and 4 discuss health hazards and ways of exposure to them. The fifth and sixth sections expound on controlling health hazards and personal protective equipment. Sections 7 and 8 focus on hazards specific to the paint and allied trades and accident causation. Specific accidents such as falls, fires, and strains are discussed in the next four sections. Section 13 describes worker rights and responsibilities relating to health and safety. The final two sections summarize the Occupational Safety and Health Act and the role of safety and health committees. Appended material includes a discussion of widely used substances of the paint and allied trades, guidelines for selecting personal protective equipment, and worker rights and responsibilities. (LRA)

ED 176 208 CS 004 921

Page, Glenda, Ed. And Others

Communication through Reading; Proceedings of the Australian Reading Conference (4th, Brisbane, August 25-27, 1978). Volume 1. Focus on Comprehension.

Australian Reading Association, Adelaide.
Pub Date-78
Note-127p.; For related document, see CS 004 922
Available from-Schonell Educational Research Centre, University of Queensland, St. Lucia, Queensland 4067, Australia ($4.50); International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19711 ($5.00)
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Business Communication, Cloze Procedure, Cognitive Processes, *Comprehension Development, Critical Reading, Elementary Secondary Education, Foreign Countries, Miscue Analysis, *Reading Comprehension, *Reading Instruction, *Reading Research, Reading Skills, Retarded Readers, Story Reading, Story Telling, *Teaching Techniques
Identifiers-Australia

The first of a two-volume set, this monograph concentrates on a rapidly developing area of reading research, comprehension. Eleven articles cover theoretical aspects, ways of measuring comprehension, and strategies for teaching. Sense of story and its effect on comprehension and the facility to read, listen to, retell, and create stories are defined. An overview of techniques used in writing business-oriented reading materials is presented, as well as an argument for developing reading skills in all content areas. Research results of studies of comprehension techniques used in both silent and oral reading, of silent reading behavior of readers of technical prose, and of discourse processing operations of children identified as good and poor readers are presented along with a review of Australian studies on measuring reading comprehension skills. Three articles discuss cloze reading exercises for teaching and diagnostic purposes, including the assessment of the reading of retarded readers. (AEA)

ED 176 272 CS 205 097

Smelstor, Marjorie, Ed.

A Guide to Using Models to Teach Writing.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison. Univ. Extension.
Pub Date-Sep 78
Note-87p.; For related documents, see CS 205 097-100 and CS 205 182
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Childrens Books, *Composition (Literary), Elementary Secondary Education, *Learning Activities, Mathematical Concepts, *Models, Reading Materials, Teaching Techniques, *Writing Exercises
Identifiers-Wisconsin Writing Project, Writing Across the Curriculum

One of a series of guides to the teaching of writing at the elementary and secondary levels, this publication focuses on teaching writing through models that introduce ideas, patterns, and styles through specific examples. The major portion of the publication describes learning activities, grouped into seven categories according to purpose: stimulating interest for writing; developing standards for writing; showing the relationship among writer, subject, and audience; showing main ideas and supportive evidence; showing idea order and connection; showing how precise observation leads to clear, concise wording; and showing how to draw conclusions and make judgments. Within each category, activities are further subdivided according to four age levels: kindergarten through grade three, grades four through six, middle school, and high school. Other sections of the publication suggest writing models for content areas other than English, present a brief overview of research on using models to teach writing, and provide lists of sources of activities for different grade levels, stories for young children that teach mathematical concepts, "repeater" books in which sentence patterns are repeated, and recommended readings to aid in the understanding of models. (GT)

ED 176 294 CS 205 133

Kinghorn, Norton D.

The Generative Rhetoric of Practically Everything.

Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, *Composition (Literary), Educational Problems, English Curriculum, *English Instruction, *Generative Grammar, Higher Education, *Instructional Improvement, *Rhetoric

Generative rhetoric is an essential part of any composition program or instruction in written language that begins with the preschool child and continues through the freshman year of college and beyond. Applying the principles of generative rhetoric to selected essays and student performance established the need to maintain the place of generative rhetoric in the freshman English program at the University of North Dakota. The program is a sequence of two courses, the first dealing with the structures of written discourse, concentrating on narration and description; the second on the strategies of written discourse as they apply to expository and persuasive prose. Problems in maintaining the program have arisen from the community's expectations of instruction in the basics, the use of unfamiliar jargon, and the faculty's lack of training in and disdain for teaching composition. To overcome these difficulties, two principles have been kept in mind: the focus of a freshman English course should never leave writing, and the process of teaching writing should be viewed holistically as beginning with the preschool child and never ending. If generative rhetoric along with sentence combining and other proven tactics were taught in the public schools, freshman English would not need to be a remedial program, but a college level course in the higher strategies of rhetoric and writing. (AEA)

ED 176 316 CS 205 174

Lally, Tim D. P.

A Brief Critique of Some Modern Theories of Composition.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Creativity, *Educational Theories, *English Instruction, Higher Education, Language Standardization, Literary Criticism, *Teacher Role

Six points appear prominently in modern theory of composition: theory basks in the shadow of literary criticism and scholarship; writing is an act involving creativity, of which theory should take account; creativity depends upon the primacy of personal insight, which is also the basis of intellectual development; the grapholect of standard edited American English is the suitable literary medium for a creatively discovered personal point of view; the grapholect is the suitable literary medium for all discourse of disinterested inquiry; and freshman English is an initiation into the liberal arts or at least to the trivium. As these points imply, the primary purpose of theory of composition is to provide a rationale for the composition instructor as a defender and a promoter of the grapholect and all it stands for and belongs to. The difficulty for the theorist and practitioner is to define the defense and the promotion of literary culture. What most theoretical work demonstrates is that accomplished writing is not an arcane art but a skill rather like that of any complex craft. (TJ)

ED 176 337 CS 205 205

Sears, Priscilla

Letter Writing: A Technique for Treating Writer's Block.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anxiety, College Freshmen, Communication Problems, *Composition (Literary), *Descriptive Writing, *Evaluation Methods, Higher Education, *Letters (Correspondence), Peer Evaluation, *Sequential Approach, *Student Evaluation, Teaching Load, Teaching Techniques

Identifiers-*Composition Process

An 11-step process may be used by freshman composition students to help them write effective prose in a series of clear steps. The steps are: (1) select a topic (for the first assignment, usually a place about which students have strong feelings and vivid remembrances), (2) individually brainstorm the topic, (3) categorize the details that have emerged, (4) narrow the topic, (5) brainstorm the narrowed topic, (6) sort out the new set of details into subsets, (7) provide more information about scantily described details and then make the descriptions as specific as possible, (8) decide on a point of view about the narrowed topic, (9) select an order (preferably a climactic order) for the subsets into which the details have been arranged, (10) make the order clear through the use of transitions, and (11) write the first draft nonstop without worrying about "pettyfogging" details. This same process can be used for writing critical literary essays. To discourage inflated prose and to relieve writer's block, teachers may use letters which students actually mail to chosen correspondents as the form for writing. Finally, to provide constructive editing for the volume of papers students should write, teachers may have students evaluate each other's papers and may simplify their own copyediting procedures. (GT)

ED 176 401 EA 012 127

Hayman, John

The Case for Internal Linkage: Functional Intergration Within the Organization.

Pub Date-Apr 79

Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Agents, *Educational Improvement, *Educational Innovation, Elementary Secondary Education, *Information Dissemination, Information Utilization, School Systems

Identifiers-*Linking Agents

This paper discusses the increasing attention given recently to change theory and knowledge utilization in education and to the development of dissemination mechanisms in educational systems. Also discussed are the concept of ``linkage,'' a process of connecting users with resources in an efficacious way, and the role of linkage agent, a person who helps to bring this about. The paper argues that internal linkage agents are more effective in educational systems than external agents, and it attempts to clarify the theoretical and the operational meaning of the term ``linkage'' as it is being used in educational dissemination and diffusion activities. The paper concludes that knowledge utilization is more than a matter of convenience or desirability. It is a critical matter that relates directly to an organization's survival and its ability to achieve its goals. (Author/LD)

ED 176 484 EC 120 541

County Agents for Children. Final Report. Part I.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-31 Mar 76

Grant-OEC-0-72-5313

Note-209p.; Document may not reproduce well in hard copy due to color of paper in the original; For related information, see EC 120 542-543

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Child Advocacy, *Childhood Needs, *Children, *Child Welfare, *State Programs

Identifiers-*County Agents for Children (Tennessee), *Tennessee

The document, over two-thirds of which consists of attachments, presents Part I of the final report on a child advocacy research and demonstration program in Tennessee, called County Agents for Children. The program established four county agents as general advocates for children in four rural counties, with roles modeled after those of county agricultural agents. They developed procedures to identify unfilled expressive and instrumental needs of children in the counties and to insure the meeting of these needs by increasing the knowledge and understanding of child development among parents, families, community clubs, and other organizations. The county agents promoted understanding of the findings of research in education and child development in a manner similar to that used by county agricultural agents in their own field, and also promoted improved coordination and linkage among community systems important to children. Data and experiences relating to the program, procedures, and objectives are reported with a view toward replicating the program elsewhere. Included in the attachments are such things as examples of reading material furnished to agents, infant mortality charts, a summary of services to children and adults, a performance discrepancy chart, and job descriptions. (Author/DLS)

ED 176 141 CG 013 735

Moore, Bettye Ann And Others

Vocational Rehabilitation in the Treatment Setting: Trainer's Manual.

National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.; System Development Corp., Falls Church, Va.

Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Pub Date-Jan 76

Contract-271-75-4018

Note-136p.; For related document see CG 013 882

Pub Type- Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Drug Abuse, Job Development, Job Placement, Program Design, Role Playing, *Trainers, *Training Techniques, *Vocational Counseling, *Vocational Rehabilitation

This trainer's manual is designed to increase knowledge and skills of those involved in vocational rehabilitation of drug abusers. It should clarify the trainees' roles as vocational rehabilitation specialists, and help trainees to define the program support necessary to perform their jobs effectively. This course is directed toward personnel whose major responsibilities are vocational rehabilitation counseling, job development, and placements. The information is shared through lectures, experiential activities, skill development, and group discussion. Knowledge of course content and laboratory training experience are required for all trainers, and the training team should consist of a minimum of one trainer-resource expert and three-four experienced group trainers. (Author/PJC)

Lakin, Martin And Others

Group Processes in Helping Groups: Toward a Developmental Perspective.

Pub Date-Jun 79
Note-25p.; Paper presented at the Annual Meeting of the International Society for the Study of Behavioral Develcpmental (5th Biennial, Lund, Sweden, June 25-29, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Development, *Age Differences, College Students, Developmental Psychology, *Developmental Stages, Discussion Groups, *Group Dynamics, *Helping Relationship, *Interaction, Older Adults

Group interaction research typically focusses on behavior under laboratory'' conditions rather than in less contrived situations. Observation of natural group behaviors at different ages can effect a better understanding of their occurrence and patterning at various developmental stages. Knowledge of age-related group behavior tendencies could benefit socialization therapy, and peer-social experience knowledge. Group helping, using a discussion-support-group format, was chosen for a group combining elderly, older university students, and young college students. The elderly and older exceeded the young in boundary behaviors, conflicts, self-disclosures, and frequency of leader interventions. The groups were similar in support manifestations, subgrouping, organizing, and such group initiations to the leader as appeals, queries, and comments. For both general groups, self-disclosure coincided with support, while group-to-leader initiatives negatively correlated with conflict, as did boredom with conflict and self-disclosure. Various possibilities for the significance of the elderly boundary behavior exist, but caution in their interpretation is suggested. However, the findings do encourage the idea of developmental group interaction and the eventual improvement of group helping facilitation for different age groups. (LS)

ED 176 360 CS 502 638

Declaration on Fundamental Principles Concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-79

Note-15p.

Available from-UNIPUB, 345 Park Avenue South, New York, New York 10010 (No price quoted)

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Civil Liberties, *Cultural Awareness, Developing Nations, Freedom of Speech, *Information Dissemination, *International Education, International Organizations, International Relations, *Mass Media, Peace, Racial Discrimination, Racism, *World Problems

Identifiers-*International Communication

Before presenting the declaration passed on November 22, 1978 at the twentieth session of the General Conference of Unesco, this publication reviews the events and resolutions that led up to the passage of the declaration and cites remarks on the declaration made at the close of the session by the Director-General of Unesco. The declaration, presented next, consists of a preamble and 11 articles regarding the rights and responsibilities of the mass media in strengthening peace and international understanding, promoting human rights, and countering racism, apartheid, and incitement to war. Among the topics discussed in the articles are the way the mass media can counter violations of human rights by disseminating information on the aims, aspirations, cultures, and needs of all peoples; the role of the media [illegible] educating young people in a spirit of mutual respect and understanding; the need to correct the inequalities in the flow of information to, from, and between developing countries; the need for bilateral and multilateral exchanges of information among all nations; and the obligations of nations to guarantee the existence of favorable conditions for the operation of the mass media. (GT)

ED 176 381 EA 012 092

David, Remigius

Cash Flow Smoothing for Schools.

Pub Date- 79

Note-10p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Personnel, Elementary Secondary Education, Interest, *Investment, *Money Management, Private Schools, *School Accounting, Tuition

Identifiers-*Cash Flow Management

The model developed in this article is intended to help the finance manager of a tuition-supported school make calculated investments of surplus moneys. It is designed to make funds available to pay salaries and bills when needed and to add interest in increasingly larger amounts to the available funds of the school. It assumes that the finance manager must keep an adequate supply of cash available for the demands of the immediate period, avoid idle cash piling up in a commercial bank, and prorate receipts over the whole fiscal year. The system schedules treasury bills and certificates of deposit to be purchased so that they will mature on each specific date when checks are to be written. It is intended to accomplish a smoothing of funds across the year, thus assuring cash to meet predicted obligations as they occur and a steady stream of interest 38 times during the course of the fiscal year. (Author/JM)

ED 176 566 FL 010 637

Albanian: Basic Course. Volume I, Lessons 1-16.

Defense Language Inst., Monterey, Calif.
Pub Date-Sep 65
Note-281p.; For related documents, see FL 010 626-628, FL 010 634, and FL 010 638-648; Tapes accompany the text
Available from-Defense Language Institute, Foreign Language Center; Nonresident Instruction Division, Presidio of Monterey, California 93940
Language-Albanian; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, Grammar, *Instructional Materials, *Language Instruction, Phonology, Postsecondary Education, *Pronunciation Instruction, *Second Language Learning, Speech Communication, Uncommonly Taught Languages, Vocabulary
Identifiers-*Dialogs (Language Learning)

This first of ten volumes of audiolingual classroom instruction in Albanian for adult students introduces basic grammatical patterns through sample sentences, dialogues, brief readings, and question answering and replacement exercises. Vocabulary lists are printed at the end of each unit. The phonology of Albanian is dealt with at the beginning of the course, with diagrams to aid pronunciation. (JB)

ED 176 005 CE 018 550

Huelsman, B. Ryle
Womanpower in the United States and in Kentucky.
Kentucky State Dept. for Human Resources, Frankfort. Bureau for Manpower Services.
Pub Date-Sep 77
Note-57p
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Employment Opportunities, *Employment Patterns, Employment Statistics, *Employment Trends, *Females, *Labor Force, Manpower Utilization, Occupational Clusters
Identifiers-*Kentucky, United States

By 1975, the Kentucky and United States female labor force participation rates were both 41 percent. Although pre-World War II data are lacking for the Commonwealth, it was not until 1950 that the labor force participation rate for Kentucky women reached 20.4 percent, a figure achieved nationally as early as 1920. The distribution of women to men varies enormously among the more than 420 separate occupations recognized by the United States Census. Technological change, a type of culture change that is very rapid, has characterized the American occupational scene in the second half of this century. In the 1940s and 1950s, automated data processing required larger staffs of analysts, programmers and clerical helpers. Many of the last group were and are women workers. Also, the 1970s Affirmative Action programs may be acting as catalysts to increase the numbers of women entering certain occupations. In regard to the seven selected broad occupational groups, there are structural patterns emergent in female-intensivity. While elementary school teaching and librarianship no longer afford promising careers with many job openings for the foreseeable future, the broad group of service workers, particularly in the health services, is becoming increasingly composed of women. Clerical workers constitute the fastest-growing of the broad occupational groups, with ever-higher percentages of women entering the office work force. (JH)

ED 176 082 CE 022 607

Resnick, Harold S. And Others
Project FOCUS. Methods and Materials for Training Career Educators. Final Report. Volume 1 Project Description.
Boston Univ., Mass. School of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 79
Note-108p.; Some pages in this document will not reproduce well due to light or broken type; For related documents see CE 022 608-609
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Awareness, *Career Education, Elementary Education, *Fused Curriculum, Individual Characteristics, *Inservice Education, *Program Development, Program Effectiveness, Teacher Attitudes, *Training Techniques

Program Methods and Materials for Training Career Educators (Project FOCUS) established and accomplished three major objectives: (1) to identify, select, and provide inservice career awareness staff development training for elementary school teachers; (2) to design, develop, and evaluate a replicable, exportable, and practical staff development Training Manual (CE 022 608) that can be used to train personnel to implement elementary school career education programs; and (3) to research the effectiveness of the career awareness Training Manual and to validate the efficiency of matching teacher variables to training procedures (reported in CE 022 609). Developmental, managerial, and evaluative activities were conducted at Boston (Massachusetts) University, School of Education. Four field-site school systems in eastern Massachusetts were utilized. At these sites, eighty elementary school education personnel received comprehensive career awareness inservice training. This training concentrated on classroom curriculum infusion strategies. The inservice component not only delivered direct services to these educators, but served as the field-test segment for the development of the Training Manual. (This report provides a general description of the developmental and organizational activities which comprised the program effort.) (BM)

ED 176 101 CE 022 723

Gordon, Katherine K.

Career Education for Mental Health Workers. Psychological Assessment. Human Services Instructional Series. Module No. 3.

University of South Florida, Tampa. Human Resources Inst.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Jun 78

Note-21p.; For related docuements see CE 022 720-726

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Agencies (Public), Community Resources, *Health Occupations Education, *Human Services, Intervention, *Learning Activities, Learning Modules, *Mental Health, Postsecondary Education, Social Behavior, *Social History, Social Problems, *Sociopsychological Services

This module on psychosocial assessment is one of a set of six developed to prepare human services workers for the changing mental health service delivery system. A total of six objectives are included to help students utilize knowledge of psychosocial principles which influence human behavior in order to assess alternatives to meet the objectives of intervention. Following a statement of the module goal, target population (human services community college students), module length (51 classroom hours), and suggested class size (15-25 students), the module contains the following seven sections: (1) a list of behavioral objectives, (2) the instructional design of the module, (3) a pretest on the module goal, (4) a list of materials for the course, (5) instructional procedures for each behavioral objective, (6) a posttest on the module goal, and (7) student feedback on the module. In addition to listing instructional procedures for each objective, the module informs the student of the estimated class time for completion, equipment needed, and how to demonstrate competency. Appended material includes a social readjustment rating scale and a sample paper and pencil test on assessment instruments. (LRA)

ED 176 187 CG 013 790

Fitz, Don McLaughlin, Ronald K.

The Coronary-Prone (Type A) Behavior Pattern: Quicker To Anger, Slower To Cool Off.

Missouri Univ., St. Louis.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-5 May 79
Grant-1-R03-MH-31149-01
Note-11p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Need, *Aggression, Arousal Patterns, *Behavior Patterns, *Competition, Environmental Influences, *Hostility, *Psychological Patterns, Response Mode
Identifiers-*Type A Behavior

Type A behavior is characterized by extremes of time-urgency, competitive achievement striving, impatience and hostility. Type A persons have distinct patterns of responding to opponents' strategies for lowering hostility. Since minimum retaliation allows the opponent control over one's behavior, the strategy should effectively lower Type A aggression. However, a passive person allows his opponent no control over his behavior. Therefore passivity will not effectively reduce Type A anger. Type B persons, who are not concerned with interpersonal control, should be responsive to both strategies. It was found that: (1) type A males escalated their noise settings more than did Type B's in a competitive task, (2) passivity was the more effective deescalation strategy for Type B's, and (3) type A's showed their greater need for environmental control by reducing more to minimum retaliation and being slower to deescalate and quicker to reescalate to their opponent's passivity. (Author/PJC)

ED 176 230 CS 005 000

Teacher Education in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," September 1978 through June 1979 (Vol. 39 Nos. 3 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-18p
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Doctoral Theses, Elementary Secondary Education, Foreign Countries, Higher Education, *Inservice Teacher Education, *Preservice Education, *Reading Instruction, Reading Programs, *Reading Research, Teacher Attitudes, *Teacher Education, *Teacher Education Curriculum, Teacher Improvement

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: the effectiveness of a reading inservice program on secondary school teachers' knowledge, attitudes, and teaching behavior; the student teaching practicum in reading; inservice reading instruction and teachers' perceptions of their principals' competencies in facilitating a reading program; student teachers' assessment of and prescription for secondary school pupils' reading levels; teacher performance in an adult basic education program in Jamaica; English methods courses in New England and in Midwestern colleges and universities; training in client-centered consultation skills and reading consultants' ability to effect change; instructional television in the teacher education course; critical components in a staff development program based on the recommendations of the National Council of Teachers of English; the use of competency-based instructional materials to improve teacher effectiveness in language development; a dynamic model for staff development in reading; teacher preparation in multicultural literature; teachers' conceptions of reading; and shifts in preservice teachers' perceptions of competence and in their attitudes toward the role of reading. (FL)

ED 176 251 CS 005 034

Bliesmer, Emery P., Ed. Kingston, Albert J., Jr., Ed.

Phases of College and Other Adult Reading Programs; Yearbook of the Annual Meeting of the National Reading Conference (10th, Fort Worth, Texas, December 1-3, 1960).

National Reading Conference, Inc.
Pub Date-61
Note-181p.
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Adult Reading Programs, College Students, Higher Education, *Program Content, Psychology, *Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Interests, Reading Processes, *Reading Programs, *Reading Research, Teaching Machines, Teaching Techniques
Identifiers-*National Reading Conference

Focusing on phases of college and other adult reading programs, the papers in this volume were drawn from the tenth annual meeting of the National Reading Conference held in 1960. Among the topics discussed in the 15 papers are the following: reading improvement in government, contributions of education to college and adult reading, the influence of psychology on the field of reading, reading and the language arts, freshman college English and the reading process, teaching machines and the reading program, measurement in reading, integration of reading instruction with regular college offerings, the relationship between interest and reading rate and between interest and reading comprehension, a portrait of college and adult readers in an urban area, research in reading at the University of Florida, and research on college and noncollege adult reading for the preceding year. The volume also contains an index to materials in the Auburn (Alabama) University reading laboratory, a bibliography for that facility, and a list of persons attending the conference. (FL)

ED 176 426 EC 120 110

Lavin, Claire Silver, Rawley A.

Developing Cognitive Skills in Handicapped Children Through Art.

Spons Agency-New Rochelle Coll., N.Y.

Pub Date-Feb 79

Note-14p.; Paper presented to the Annual Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions (9th, February, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Abstraction Levels, *Abstract Reasoning, *Art Activities, *Cognitive Development, *Concept Formation, Exceptional Child Research, *Handicapped Children, Intervention, Language Development, Mathematics, *Remedial Instruction, Thought Processes

Identifiers-Piaget (Jean)

Presented to the Ninth Annual Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions in 1979, the paper discusses the development of cognitive skills in handicapped children through art activities, and describes some new art-based procedures for assessing and developing such cognitive skills. The procedures in the program deal with conceptual sequential, and spatial skills and are designed to substitute for language in receiving, processing, and expressing abstract concepts that are fundamental to mathematics and reading (i.e., the concepts of space, sequential order, and class). Based on the hypothesis that children who are deficient in linguistic processing may be able to use spatial processing to solve problems and develop concepts, these procedures are designed to stimulate abstract thinking and reasoning and to develop readiness for mathematics and language. Three studies are described, in which handicapped children showed significant gains in expressing concepts of space, order, and class as a result of these new art procedures. (DLS)

ED 176 466 EC 120 514

Howe, Clifford E.

A Cost Projection for Special Education Funding in the State of Iowa 1975-76 through 1985-86.

Iowa Univ., Iowa City. Coll. of Education.

Pub Date-78

Note-28p

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Costs, Educational Programs, *Enrollment Projections, *Estimated Costs, *Handicapped Children, Special Education, *State Programs

Identifiers-Iowa

The booklet describes a study of cost projection in funding of handicapped children in the Iowa public schools from 1975-76 through 1985-86. It is explained that estimates of likely numbers of handicapped children were drawn up, along with projections of public school enrollment and estimates of percentage of allowable growth for the 10-year period, and that funding analyses were then computed for special education instructional programs and support services. Six general conclusions were drawn from the data, including that the original goal of full service to all handicapped children by 1980 will not be reached, but is likely to be attained by 1982; that slightly over 6% of Iowa's public school enrollment is now included in special education programs, and this figure should peak at around 9%; that special education costs will nearly triple from 1975-76 to 1985-86; and that actual numbers of handicapped children should begin to decline in 1982 with the overall trend of decline in 1982 with the overall trend of declining public school enrollment. (CL)

ED 176 504 EC 120 599

Mallis, Jackie Gilman, Sharlene

Star Power: Providing for the Gifted & Talented. Module 5. Enrichment Activities for the Gifted/Talented.

Education Service Center Region 13, Austin, Tex.

Pub Date-78

Note-69p.; Due to copyright restrictions the appendixes are not included in the series; Best Available Copy; For related information, see EC 120 594-604

Available from-Education Service Center, Region XIII, 7703 North Lamar Boulevard, Austin, Texas 78752 ($78.00 per set; $10.00)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Secondary Education, *Enrichment Activities, *Gifted, *Inservice Education, Inservice Teacher Education, Resource Guides, *Talented Students, *Teacher Evaluation, Teacher Workshops

The document presents Module 5, enrichment activities for the gifted/talented, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. The goals of this module are to understand the meaning of ``enrichment'' as applied to classroom activities for the gifted/talented and to discover materials useful and appropriate for this group of students. Sections include the following: enabling objectives (such as discriminate between activities which are merely busywork and those which provide meaningful learning); rationale to establish a frame of reference; preassessment tests and evaluation; instructions for scoring the preassessment instruments; activities (which cover such topics as planning an invention workshop and encouraging students to create a hydroponic garden); and postassessment procedures. (SBH)

ED 176 524 EC 120 744

Scholl, Geraldine T.

The Modification of Self-Study Instruments for Use in Day Programs for the Visually Handicapped. Final Report.

Michigan Univ., Ann Arbor. School of Education.

Pub Date- 78

Note-97p.; The report was submitted to The National Study of School Evaluation, National Study Research Proposals, School of Education, Indiana University, Bloomington, Indiana; For related information, see ED 165 409-424 and ED 164 928-935

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Day Programs, *Educational Legislation, *Evaluation, Exceptional Child Research, Identification, National Surveys, *Residential Schools, Teacher Response, *Visually Handicapped

Identifiers-*Education for All Handicapped Children Act

The project (1) reviewed the standards of the National Study of School Evaluation for residential schools for the visually handicapped, (2) identified additions appropriate to day programs for the visually handicapped, and (3) developed a guide to help school districts evaluate the effectiveness of their programs for the visually handicapped in light of program evaluation requirements of Public Law 94-142, The Education for All Handicapped Children Act. During phase 1, 42 special teachers in four states responded to a survey on the appropriateness of the existing evaluation instruments for day school programs. In the second phase additional recommendations were solicited from 105 teachers with emphasis on effects of degree of vision and level of intellectual functioning. Results of phase 1 indicated a high level of satisfaction with the existing instruments, while phase 2 showed that most curricular areas were judged to be appropriate for both pupils with no vision and those with some useful vision. On the basis of the findings, a self study and evaluation guide (for day school programs) with the following sections was developed: instructions, philosophy and objectives, program and community profile, the plan for learning experiences, instructional areas offered to all pupils, special instructional areas and techniques, nonacademic areas, and an evaluation summary. Appendixes to this report include the phase 1 and 2 instruments, the initial letter and instructions, and lists of suggested curricular areas. (PHR)

ED 176 545 FL 010 443

Olmos, Arlette

Enseignement de la langue maternelle a des enfants d'emigrants (Teaching the Native Language to Children of Immigrants). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 26.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland)

Pub Date-77

Note-7p

Language-French

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Gains, Bilingual Education, Communicative Competence (Languages), Cultural Awareness, Elementary Secondary Education, Immigrants, Language Handicaps, *Language Instruction, Language Learning Levels, *Language Maintenance, *Language Proficiency, Language Programs, Language Skills, Learning Difficulties, *Linguistic Competence, Linguistic Performance, Native Speakers, Psycholinguistics, Second Language Learning, *Student Improvement, Transfer of Training

Identifiers-Switzerland

For several years in Switzerland it had been clear that adolescents with previous learning difficulties in their own country experienced even greater academic problems in Switzerland where they were expected to attend school with native speakers of French. Therefore, an experimental class was organized of Spanish and Italian-speaking children who were chosen because of extremely poor results on writing tests in their native language. During the first year of the experimental course in the native language, the emphasis was on learning the native language in comparison with French. At the end of the first year an evaluation showed that students had made progress in both their own language and in French, but the further development was needed. Accordingly, three orientations were adopted for the second year: (1) the aspect of grammatical comparison of the languages was retained to some degree; (2) control of the native language was emphasized and instruction in it focused on its own value as "native language"; and (3) more opportunity was given the students to learn more about their own country and to express themselves in accord with their own culture. A series of psycholinguistic tests given during the second year showed that student performance in comparing the two linguistic systems was normal for their age and that, while spelling remained a problem, progress had been made in reading and in written expression. (AMH)

ED 176 062 CE 022 153

Orange County Dept. of Education, Santa Ana, Calif.
Pub Date Jun 79
Note-37p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Employment Patterns, Employment Qualifications, *Employment Trends, Food Service Occupations, Job Analysis, *Job Skills, Leisure Time, Occupational Guidance, *Occupational Information, Occupational Surveys, *Occupations, Postsecondary Education, Safety, Secondary Education, Solar Radiation, Vocational Education
Identifiers-California (Orange County), *New and Emerging Occupations, Word Processing

As a part of a project that was to develop a system for defining vocational education curriculum and services necessary to train students for new and emerging manpower needs and job opportuntites, this report describes seven new and emerging occupations. The occupations included represent those which have met the project criteria for "new and emerging" and for which there is believed to be no complete curriculum at the secondary or postsecondary level. Occupations inlcuded are: (1) public safety assistant, (2) career guidance technician, (3) leisure counselor, (4) word processing/reprographics specialist, (5) word processing supervisor, (6) solar installer, and (7) fast food service unit supervisor. Each occupational description contains a rationale for selecting the occupations, a job description, a list of competencies needed, a list of resources and acknowledgments, and a list of publications related to the occupation. (LRA)

ED 176 209 CS 004 922

Page, Glenda, Ed. And Others

Communication through Reading; Proceedings of the Australian Reading Conference (4th, Brisbane, August 25-27, 1978). Volume 2. Diverse Needs: Creative Approaches.

Australian Reading Association, Adelaide.
Pub Date-78
Note-138p.; For related document, see CS 004 921
Available from-Schonell Educational Research Centre, University of Queensland, St. Lucia, Queensland 4067, Australia ($4.50); International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19711 ($5.00)
Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Bibliotherapy, Elementary Secondary Education, English (Second Language), Foreign Countries, Mathematical Vocabulary, Motivation Techniques, Psycholinguistics, *Reading Difficulty, *Reading Instruction, *Reading Programs, Reading Readiness, *Remedial Reading, Resource Teachers, *Teaching Techniques
Identifiers-Australia

The second of a two-volume set, this collection of 11 papers concentrates on current developments in the teaching of reading, such as translating commonly accepted reading theories or assumptions into classroom practices, maintaining an input of structured, meaningful, rhythmic language in an independent reading program, and relating reading and writing instruction to previous linguistic experience. Designs presented for beginning, remedial, developmental, and English as a second language (ESL) programs include: teaching reading of mathematical language, using science fiction/fantasy in popular media to motivate reading, applying bibliotherapy, teaching students with severe reading disabilities and users of non-Standard English (Australian aborigines and islanders), analyzing psycholinguistically-based speech and reading errors, and using the resource teacher in the reading classroom. The ESL article includes a list of publications relevant to reading English as a second language. (AEA)

Knighten, Katherine W.
Literature without Reading.
Pub Date-Mar 79
Note-15p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiovisual Aids, *Audiovisual Instruction, Curriculum Guides, *English Instruction, High School Students, Instructional Materials, *Learning, *Literature, Reading Ability, Reading Comprehension, Reading Research, Reading Skills, Secondary Education, *Teaching Methods

During one term at a laboratory school, reading was systematically deleted from activites in one secondary level class and replaced with film, lecture, oral reading, slides, and other audiovisual aids. The Nelson-Denny Reading Test served as pretest-posttest for the twelve-week experiment, with 19 of 25 students completing both tests. The results were confusing, since higher vocabulary scores did not always signal progress in grade level, and since not all comprehension scores were high enough to compute their grade equivalents. Some of the inferences made from the data include the following: the ''literature without reading'' class did not affect students' vocabulary skills significantly; comprehension skills were enhanced when printed (reading) material was used for instruction; some learning styles appear to be oriented toward audiovisual rather than reading materials; students who are used to learning from the printed page may not be prepared to transfer to other formats; the six students with insufficient skills for converting their reading scores to grade equivalents made significant gains in overall reading, suggesting that their past experiences may have increased thier adaptability to new contexts; many students did not take learning in the nonreading mode seriously; and the questionable quality of much commercial television may have tainted teachers' judgments about the efficacy of audiovisual learning. (The daily outline for the course is included.) (RL)

ED 176 317 CS 205 175

Moss, Andrew

Writing: A Tool for Learning and Understanding.

Pub Date-Jan 79

Note-10p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (46th, Claremont, California, January 19-20, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *English Instruction, Higher Education, *Interdisciplinary Approach, Learning Processes, *Questioning Techniques, Secondary Education, Teaching Techniques, *Writing Skills

In the concept of writing as learning resides implications for the teaching of composition and reading. Writing's special value as a learning tool lies in the way it can help writers clarify the categories and relationships already in mind as they grapple with new information and ideas. One method that has been used to enable students to use writing as a connective and integrative process has been to employ a questioning technique that helps writers generate specific questions and use those questions in reading and analyzing texts. It begins with the articulation of a preliminary thesis from which a student can generate guiding questions in the selection and analysis of other sources. A second method includes the writing of rough drafts concurrently with the reading and exploration of texts. This can help the writer engage the specific material and can intensify the writer's personal interest in the material at hand. Teachers of writing courses can assist their students by showing how each subskill of the writing process is related to the other subskills and by offering writing within the student's discipline as an adjunct course involving workshops and tutorial conferences. (TJ)

ED 176 402 EA 012 128

McCarthy, Martha M. Kuh, George D.

Dissemination by Development.

Pub Date-2 Jun 79
Note-20p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Agents, Change Strategies, Changing Attitudes, *Educational Change, *Educational Innovation, Higher Education, *Information Dissemination, *Information Utilization, *Material Development, Models, *Teamwork

Existing dissemination strategies are less likely to be successful if the innovation requires attitudes that are in conflict with the beliefs of a large portion of the target audience. This paper proposes a strategy for the dissemination of educational innovations that must be accompanied by substantial changes in adopters' attitudes. A critical element in the strategy is the shifting of responsibility to potential adopters for the development of materials/processes to be used in subsequent dissemination activities. A three-year networking consortia strategy using a variety of types of institutions and personnel is advocated. In addition to traditional dissemination outcomes (namely, spread through implementation), the strategy also results in a cadre of change agents in a substantial number of organizations who, because of the commitment to the innovation fostered as a result of their developmental activities, are likely to continue dissemination efforts after external funding ceases. (Author)

ED 176 446 EC 120 448

Brantlinger, Ellen And Others
Assist Program 1: The Moderately/Severely Handicapped. Teacher's Guide. ASSIST: Associate Instructional Support for Teachers.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.; Indiana Univ., Bloomington. Developmental Training Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 78
Grant-451AH80294
Note-339p.; For related information, see EC 120 447-450 and PS 010 775, PS 010 803
Available from-Indiana Univer[illegible]y, Developmental Training Center, 2523 East Tenth Street, Blooming[illegible]n, Indiana 47401 ($5.75, 4 reels of 16 mm preservice and inservice films $240.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Basic Skills, Child Advocacy, Communication Skills, Consumer Education, Daily Living Skills, Educational Methods, *Handicapped Children, Hygiene, Inservice Education, Interpersonal Competence, Language Development, Motor Development, *Paraprofessional School Personnel, *Preservice Education, Safety, *Severely Handicapped, Social Development, Staff Improvement, Student Characteristics, Teacher Aides, Teaching Methods

The second of two documents designed for training paraprofessionals to work with moderately and severely/profoundly handicapped students, the teacher's guide presents information on preservice and inservice education. Preservice information to be read by the paraprofessional touches on the following topics (sample subtopics in parentheses): instructional associate's role (forming a good working relationship); advocacy (history of treatment of the handicapped, prejudice, current trends); student characteristics (causes and nature of handicapping conditions); and school programs (personnel, classroom procedures). Part II, on inservice training, contains information and suggested activities on classroom management (including establishing positive human interactions), and the instructional process (assessment and programming). The next six instructional units provide case examples for skill development in the following areas (sample subtopics in parentheses): motor skills (reflex movement, prosthesis, adaptive equipment); communication skills (hearing adaptations); social skills (development of identity); functional academic skills (developmental writing, classification, numeration); personal autonomy skills (feeding, hygiene); and home and community living skills (supportive services, prevocational skills, safety skills). (CL)

ED 176 024 CE 020 604

Student Follow-Up and Follow-Through. Two.
Today'' Education Services, Delaware, Ohio.
Pub Date- 76
Note-13p.; For a related document see CE 020 605
Available from- Today'' Education Services, 192 Somerset Rd., Delaware, Ohio 43015 ($10.00 for set of five items; $8.50 for quantity orders)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Followup Studies, *High School Students, *Job Placement, *Program Planning, Secondary Education, *Staff Role, *Vocational Followup, Work Experience Programs

In this paper, a differentiation is made between student follow-up and student follow-through. Employer evaluation of in-school students on jobs is discussed, as well as issues concerning credits for work experience. Preceding this discussion is a list of objectives designed to guide local school officials in establishing and operating a job placement services program. Also, the purpose and function of the job placement services staff are discussed. Finally, suggested learning experiences and suggested readings are listed. (BM)

ED 176 043 CE 021 842

Epting, Helen C. And Others

Child Care Worker. Supplemental Individualized Student Modules.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Pub Date-79

Note-75p.; For related documents see CE 021 843-844

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, SC 29631 ($2.00)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Child Care, *Child Care Workers, Child Development, Discipline, Exceptional Persons, Individualized Instruction, Job Search Methods, *Job Skills, *Learning Activities, *Learning Modules, Performance Based Education, *Service Education

Developed to supplement the child-care worker modules published in 1977, this handbook contains ten additional individualized student modules. The topics included are as follow: (1) finding a job; (2) keeping a job; (3) physical development from birth to year one; (4) physical and motor development; (5) social development; (6) intellectual development; (7) emotional development; (8) discipline; (9) exceptional children; and (10) activities for exceptional children. Each module consists of the following elements: introduction, directions, objectives, learning activities, instruction sheets, self-checks, and check-out activities. The activities require the students to role play, see filmstrips, engage in discussions with peers, read outside references, and observe young children. (ELG)

ED 176 120 CE 022 788

IBPAT/OSHA Health and Safety Education Quiz Book. Painters, Abrasive Blasters, Tapers, Paint Makers, Floorcoverers.

International Brotherhood of Painters and Allied Trades, Washington, D.C.

Spons Agency-New York City Rand Inst., N.Y.

Pub Date- 79

Note-72p.; For a related document see CE 022 787

Available from-IBPAT/OSH Training Project, 1750 New York Avenue, N.W., 5th Floor, Washington, D.C. 20036

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Accident Prevention, Accidents, *Building Trades, *Evaluation, Health, Health Education, Occupational Diseases, Painting, Prevention, *Safety Education, Safety Equipment, *Testing, Trade and Industrial Education

Designed for use by instructors using the "Health and Safety Education Book" (International Brotherhood of Painters and Allied Trades/Occupational Safety and Health Act), this book contains quizzes specifically for painters, abrasive blasters, tapers, paint makers, and floorcoverers. Quizzes included in the book focus on testing areas such as (1) general knowledge of occupationsl accidents, (2) ability to recognize potential health and safety hazards, (3) hazardous substances, (4) personal protective equipment, and (5) preventive measures. (LRA)

ED 176 142 CG 013 743

Trainer Catalog of Alcohol and Drug Training Materials From the National Center for Alcohol Education and the National Drug Abuse Center.

National Center for Alcohol Education, Arlington, Va.; University Research Corp., Washington, D.C.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-Sep 78
Contract-281-75-0013
Note-347p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00889-3)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Alcohol Education, Course Content, Curriculum Guides, *Drug Abuse, *Educational Programs, *Instructional Materials, *Resource Materials, *Trainers, Training Objectives

This catalog apprises trainers and course developers in fields of alcohol and drug abuse of existing materials developed by the National Center for Alcohol Education and the National Drug Abuse Center. Course overviews and a topical index help the user identify complete training packages or portions which can be used in meeting training objectives. Course overviews include package source, publication date, components, trainer requirements, intended audience, and instructional setting. A list of course contents provides a brief description of training methods and indicates time required. Specific goals and objectives for the overall course and for each section are delineated. The index serves as a reference to all major topics treated in the courses. (Author)

Smelstor, Marjorie, Ed.

A Guide to Teaching the Importance of Audience and Subject.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison.
School of Education.; Wisconsin Univ., Madison, Univ. Extension.
Pub Date-Sep 78
Note-29p.; For related documents, see CS 205 097-100 and CS 205 182
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiences, *Composition (Literary), Educational Resources, Elementary Secondary Education, *Learning Activities, Periodicals, Teaching Techniques, *Writing Skills
Identifiers-*Audience Awareness, Wisconsin Writing Project

One of a series of guides to the teaching of writing at the elementary and secondary levels, this publication focuses on teaching the importance of audience and subject. An introductory statement on the need to make students aware of the audience for whom they are writing is followed by a brief overview of the research concerning audience/subject relationships and lists of pertinent student needs and instructional goals. Nine suggested learning activities are then outlined; the activities are designed to instruct students in such areas as identifying purposes for writing, identifying types of audiences, and constructing messages for given audiences. Lists of resources for teachers, of possible writing forms and audiences, and of magazines that publish children's writing are also provided. (GT)

ED 176 338 CS 502 570

Conville, Richard L.

Structural Analysis of Communication Development.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Biloxi, Mississippi, April 11-14, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Development, *Cognitive Development, *College Students, *Communication (Thought Transfer), *Communication Skills, Higher Education, *Structural Analysis

Identifiers-*Communication Research

This paper discusses the question of the legitimacy of applying structural analysis to actual human behavior and illustrates its legitimacy by using the reasoning in an essay by Paul Ricoeur. It then asks if the principles of communication development (obliqueness, exchange, and dying) derived from Helen Keller's experience of communication learning can hold for a contemporary college student's experience of communication learning. After analyzing and discussing the case study of a college student, the paper concludes that a major technique of structural analysis is just as legitimately applied to actual human behavior as it is to texts and contributes to understanding how people learn to communicate. (TJ)

ED 176 382 EA 012 093

Why the Lutheran School? Planning for Lutheran Elementary Schools. E01.

Lutheran Church, Missouri Synod, St. Louis, Mo.

Pub Date-78

Note-16p.; For related documents, see EA 012 094-105

Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.00; $12.50 per set of 13)

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Decision Making, Elementary Education, Ethical Instruction, *Parochial Schools, Religious Education, *School Planning

Identifiers-*Lutheran Elementary Schools

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume is intended to help Lutherans clarify why they might want such a school and its effects on the congregation. Most of the publication discusses reasons for establishing a Lutheran school with an emphasis on advantages to the family, the congregation as a whole, and the individual church member. A short section considers potential challenges, difficulties, and objections raised when starting a Lutheran school. (JM)

ED 176 567 FL 010 638

Albanian: Basic Course. Volume II, Lessons 17-26.
Defense Language Inst., Monterey, Calif.
Pub Date-Aug 65
Note-201p.; For related documents, see FL 010 626-628, FL 010 634, and FL 010 637-648; Tapes accompany the text
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940
Language-Albanian; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, *Grammar, *Instructional Materials, *Language Instruction, Postsecondary Education, *Second Language Learning, Speech Communication, Uncommonly Taught Languages, Vocabulary
Identifiers-*Dialogs (Language Learning)

This second of ten volumes of audiolingual classroom instruction in Albanian for adult students treats Albanian grammar, syntax, and usage in a series of exercises consisting of grammar perception drills, grammar analysis, readings, question-and-answer exercises, and dialogues illustrating specific grammatical features. A vocabulary list is attached to each exercise. (JB)

Selkin, James

An Approach To the Study of Patient Suicide During Psychotherapy.

Pub Date- 78
Note-19p.; Paper presented at the Annual Meeting of the American Association of Suicidology (12th, Denver, Colorado, May 10-13, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Fantasy, Followup Studies, Mental Illness, Motivation, *Patients (Persons), *Psychiatrists, *Psychotherapy, *Suicide, *Therapeutic Environment

The 1977 Denver coroner's report found that 45% of all suicide victims received psychotherapy at some time, and 21% were in treatment at the time of death. The literature on suicide places all responsibility upon the therapist. Four major sources of variance deserving consideration, however, are patient variables, therapist variables, treatment environment, and the wider social milieu. The crisis typically occurs within the first month or even day of treatment and is built around an escape fantasy which affects both the patient and the therapist. For the patient it serves as a suicidal motive, hides the patient's anxiety about terminating therapy, conceals patient's anger at therapist, restores patient's sense of self, and permits patient to construct a better world in fantasy. This fantasy serves the therapist by safely and successfully disposing of the patient, maintaining the therapist's own self-image, screening the shallowness of the patient's involvement in therapy, and denying the absence of a patient and therapist therapeutic alliance. A 10-year study of suicide treatment suggests focusing on the fantasy, continually re-evaluating the patient's death imagery and suicidal thinking, removing lethal means, offering constant mothering whenever the therapist is unavailable, freely offering regressive opportunities, offering particular concern at separation points, and following up serious suicide attempts. (Author/LS)

ED 176 361 CS 502 640

Hochel, Sandra

Team Teaching History and Public Address.

Pub Date - 78

Note-10p.; Program description prepared at the University of South Carolina, Aiken

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black History, Black Leadership, Course Content, Higher Education, *History Instruction, Interdisciplinary Approach, Persuasive Discourse, *Public Speaking, Rhetorical Criticism, Southern Attitudes, *Southern States, *Speech Communication, *Team Teaching, United States History

A college-level Southern studies course, team-taught by a history professor and a speech communication professor and designed to integrate the study of history with the study of public address, is described in this paper. After pointing out the interrelation of public address and its historical and political context, the paper lists the topics of the five course modules: the impact of the Civil War on the South, the South and the Depression, the ``New South,'' the black experience, and the South today. It then explains how the instructors work together in teaching the course and suggests that the approach is well suited to other topics and eras. To provide examples of the approach used in the course, materials from two modules are included in the appendixes. A reading list of selected references that place Southern oratory in the context of Southern history is also given. (G[illegible])

EA

ED 176 467 EC 120 515

SER-LARS, Volume 1. User's Handbook. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-76

Contract-OEC-0-74-7892; OEC-2-70-0051

Note-190p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 516-526

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Criterion Referenced Tests, *Data Bases, *Diagnostic Teaching, Educational Diagnosis, Elementary Secondary Education, *Handicapped Children, Identification, Information Retrieval, Information Storage, Instructional Materials, *Models, Objectives, Records (Forms), Teaching Methods, Tests

Identifiers-SER LARS (Information System)

The first of nine volumes in the SER-LAPS (Special Education Resources Location Analysis and Retrieval System) Series presents an overview of the system's diagnostic-prescriptive instructional data bank. Information for the user is provided on resources needed, information generated, and procedures for the model's eight levels: initial referral and identification of handicap; pre-test level of skill; diagnosis for content; diagnosis for process; identification of learning objectives and objective referenced measure; identification of prescription components; coordination and monitoring the prescription's implementation; and evaluation. It is explained that SER-LAFS was developed to meet information needs of teachers at each level of the model's process, and that the types of information stored at each level include student information; tests information (by number, title, publisher, and level of testing); learning objectives (content area, history, and objective referenced measures); instructional material information (by number, title, and publisher as well as information on teacher-made and commercially adapted materials). The bulk of the document is composed of sample forms and of 10 appendixes, including information on procedures for requesting SER-LARS retrievals. (CL)

ED 176 485 EC 120 542

County Agents for Children. Final Report. Part II. Helping Children Effectively. A Guide to Volunteers.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-31 Mar 76
Grant-OEG-0-72-5313
Note-42p.; Document may not reproduce well in hard copy due to color of paper in the original; For related information, see EC 120 541-543
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, *Child Advocacy, *Childhood Needs, *Child Welfare, Communication Problems, Delinquency, Developmental Disabilities, Emotional Problems, *Handicapped Children, Individualized Instruction, Listening, Mentally Handicapped, *Needs Assessment, Sexuality, Social Attitudes, *Volunteers
Identifiers-*County Agents for Children (Tennessee)

Based on the experiences of a child advocacy project in Tennessee entitled County Agents for Children, the booklet presents a guide to help identify the needs of specific children, and to assist child advocate volunteers and other community personnel in meeting these needs. The focus is on children whose learning speed or physical development is slowed or delayed. Aspects covered include the developmentally delayed child, individualized instruction, legislation for education of the handicapped, toilet training, parental denial of a problem, places to look for needy children, parents' rights, troubled teenagers, the juvenile offender, communication problems, listening, sexual development, mental retardation and prejudice, adult activity centers, deviancy, normalization, state agencies, and crisis management. (DLS)

ED 176 006 CE 018 690

Halverson, Homer And Others

Job Opportunities Forecast for Washington State, 1974 to 1985. Technical Report. Third Edition.

Human Resources Planning Inst., Inc., Seattle, Wash.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Washington State Commission for Vocational Education, Olympia.

Pub Date Jan 78

Note-233p.; For a related document se CE 018 691

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Data Analysis, Educational Planning, Employment Opportunities, *Employment Projections, Employment Statistics, Employment Trends, Models, *Statewide Planning, Tables (Data), *Vocational Education

Identifiers-*Occupational Education Forecasting System, *Washington

This document describes the job opportunities forecast system which provides estimates of total job openings expected to be available in the Washington State Labor market annually through 1985. (The forecast has been keyed to occupational skills consistent with educational programs in the state. This edition of the forecast has been expanded to include professional occupations as well.) The methodology behind the forecasts is discussed in this document, but the actual projections are included in a companion document, CE 018 691. The main body of this document discusses the generalized framework of the Occupational Education Forecast System into which the Washington input fits. The information is divided into the following sections: (1) introduction to the Occupational Education Forecasting System; (2) description of the forecast system; (3) limitations of the forecast system; (4) procedures for assignment coding; and (5) methods of computation. Appended are tables/figures supporting the Occupational Education Forecasting System and tables supporting the adaptation of the Occupational Education Forecasting System to Washington State. (BM)

ED 176 025 CE 020 605

Student Pre-Employment: Problem Areas and Assessment Instruments. Three.
Today'' Education Services, Delaware, Ohio.
Pub Date- 76
Note-30p.; For a related document see CE 020 604
Available from- Today'' Educational Services, 192 Somerset Rd., Delaware, Ohio 43015 ($10.00 for set of five items; $8.50 for quantity orders)
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Awareness, *Employment Problems, Job Search Methods, *Student Attitudes, *Student Needs, *Vocational Maturity, *Work Attitudes, *Youth Employment

This paper discusses problems that youth experience in seeking employment. Case histories are used to described the following problems: (1) unsuitable appearance; (2) negative attitudes; (3) poor attendance; (4) lack of punctuality; (5) unrealistic wage demands; (6) unrealistic expectations; (7) lack of knowledge of the job market; (8) lack of training; (9) unreliability; (10) falsification of information; (11) failure to apply for a job alone; and (12) failure to get along with others. The second section contains an outline that can be used to assess the need for school-based placement services and two separate assessment instruments. One instrument is designed for staff use and the other for student use. The instruments were designed to develop interest in placement services as well as identify areas in which both staff and students need more information. (BM)

ED 176 083 CE 022 608

Resnick, Harold S. And Others

Project FOCUS. Methods and Materials for Career Educators. Final Report. Volume 2 Training Manual.

Boston Univ., Mass. School of Education.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Aug 79

Note-828p.; For related documents see CE 022 607 and CE 022 609

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF05/PC34 Plus Postage.

Descriptors-Career Awareness, *Career Education, Community Resources, *Curriculum Development, Elementary Education, *Fused Curriculum, *Inservice Education, *Learning Activities, Program Evaluation, Staff Role, *Training Techniques

Identifiers-Project FOCUS

Designed for use by professional staff development personnel with pre-service and inservice educational personnel, this training manual was developed to train personnel to implement elementary school career education programs. This manual is divided into twelve chapters. The first chapter provides an overview of the Project FOCUS Manual. The second chapter provides a general introduction to career education. Chapter 3 describes eight elements of career education (self-awareness, career awareness, appreciations and attitudes, educational awareness, economic awareness, decision making skills, skill awareness and beginning competence, and employability skills). Chapter 4 maps out the relationship of career education to the school curriculum. Chapter 5 presents strategies for infusing career awareness into the school curriculum. Chapter 6 discusses role-playing as an instructional strategy. Guidelines for developing learning activity centers for career awareness are presented in chapter 7. Chapter 8 explains how to use community resources for career education. Chapter 9 provides guidelines for preparing career education instructional units. Evaluating career education materials is covered in chapter 10. Chapter 11 addresses the role and function of school personnel in career education. Finally, chapter 12 provides information and resource materials regarding the evaluation of Project FOCUS. (BM)

ED 176 188 CG 013 791

Evaluation Issues.

Center for Action Research, Inc.; Boulder, Colo.; Little (Arthur D.), Inc., Washington, D.C.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

Pub Date-Jun 78

Contract-J-LEAA-013-77

Note-22p.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Counselor Evaluation, *Data Analysis, Delinquent Rehabilitation, *Delinquents, *Evaluation, Juvenile Courts, Profile Evaluation, *Program Evaluation, *Research

The purpose of this paper is to encourage the reader to distinguish between evaluation and other information-gathering procedures, to distinguish between measures of efficiency and effectiveness, and to make informed decisions about when to use evaluation rather than another procedure for producing information about a project. Material is divided into types of information-gathering activities, types of evaluative research, preliminary questions preceding selection of type of evaluation, suggestions for further resources relative to the technical aspects of evaluative research and an outline of tasks involved. Although specifically written for judicial programs for juveniles, these step-by-step procedures can be applied to other evaluation efforts. (Author/BEF)

Clary, Linda Mixon
The Why and a Little How Teaching Reading in the Content Areas.
Pub Date- 74
Note-7p.; Guide prepared at Augusta College
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Reading, Elementary Secondary Education, *Individualized Reading, *Language Experience Approach, *Reading Improvement, *Reading Instruction, Reading Skills, *Teaching Techniques

Most content area teachers face a common problem students who cannot read their textbooks or who do so with difficulty. Before they can provide help for such students, teachers must first try to understand the reasons why the students have reading problems and then they must find some way to teach subject content and reading at the same time. Among the many reasons for the poor reading of students are a lack of student skills, text materials that are too complex, curriculum pressures that make teachers feel that they do not have the time to teach both content and reading skills, and a lack of teacher training in the teaching of reading. However, there are two approaches to the teaching of reading that can be easily modified for use in the content areas the language experience approach and the individualized reading approach. Both of these approaches have the advantage that the content teaching continues at the same time as reading instruction. The teacher who uses both also demonstrates an insight into why students have problems reading in the content areas, and a willingness to help solve those problems. (FL)

ED 176 252 CS 005 035

Shick, George B., Ed. May, Merrill M., Ed.
New Frontiers in College-Adult Reading; Yearbook of the National Reading Conference (15th, Dallas, Texas, December 2-4, 1965).
National Reading Conference, Inc.
Pub Date-66
Note-246p
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adult Literacy, *Adult Reading Programs, Content Reading, Foreign Countries, Higher Education, Linguistics, Literacy Education, Reading Achievement, Reading Comprehension, Reading Diagnosis, *Reading Instruction, *Reading Processes, *Reading Programs, *Reading Research, Secondary Education
Identifiers-*National Reading Conference

Focusing on new frontiers in college and adult reading, the papers in this volume were drawn from the fifteenth annual meeting of the National Reading Conference held in 1965. Among the topics covered in the 26 papers are the following: reading in the Guatemalan environment, the use of instrumentation in reading, correlates of concentration, the cloze procedure, reactive inhibition and reading achievement, reading/study skills instruction, adult illiterates, the language of the socially disadvantaged, literacy programs throughout the world, reading research, learning theories, conceptualization in learning to read, personality factors and the development of successful readers, content area reading, mental content, classroom social organization, linguistic fallacies, a psycholinguistic view of reading comprehension, reading improvement through vocabulary development, a televised speed-reading experiment, and measuring reading performance. (FL)

ED 176 274 CS 205 099

Smelstor, Marjorie, Ed.
A Guide to Teaching the Writing Process from Pre-Writing to Editing.
Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison. Univ. Extension.
Pub Date-Sep 78
Note-45p.; For related documents, see CS 205 097-100 and CS 205 182
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Composition (Literary), Educational Resources, Elementary Secondary Education, *Learning Activities, Listening Skills, Teaching Techniques, *Writing Skills
Identifiers-*Composition Process, Wisconsin Writing Project, *Writing Across the Curriculum

One of a series of guides to the teaching of writing at the elementary and secondary levels, this publication suggests activities to use in teaching the three stages of the composition process: prewriting, writing, and postwriting. The first four sections discuss the steps involved in the three stages of composition, research findings on the composing process, and pertinent student needs and instructional goals. The fifth section describes learning activities for the prewriting stage (including activities for motivation, listening, observation, and gathering and organizing materials), for the writing or composing stage, and for editing and proofreading. The final section suggests specific writing activities for use in the content areas of science, social studies, mathematics, English, fine arts, home economics, and business. The publication concludes with lists of suggested teacher resources. (GT)

ED 176 339 CS 502 578

Millar, Frank E.

Flexibility and Stability: A Major Communication Theme in Organizations.

Pub Date-May 79

Note-28p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Communication, *Communication (Thought Transfer), *Communication Problems, Information Dissemination, *Organizational Communication, Power Structure, Social Psychology, Speech Communication

The communicative skills of listening and nondefensive negotiation for understanding rather than persuasive tactics for coercion are emphasized in this discussion as crucial in helping people deal with the tremendous amount of information received daily. The paper describes some conceptual interconnections between information, communication, and organization. It assumes a systems perspective, presumes the cybernetic nature of social systems, and is based largely on the works of G. Bateson, K.E. Weick, and J. Galbraith. Notions of choice and change, diversity of goals, uncertainty of actions, necessity for stability and flexibility, power/control, and information/communication are analyzed as they relate to organizations. Conclusions point out that maintaining a functional balance between flexibility and stability, instituting structural change, and exercising relational control require that the social systems involved be able to communicate and mutually understand and be understood by one another. (AEA)

ED 176 383 EA 012 094

Guidelines for Starting a New School. Planning for Lutheran Elementary Schools. E02.

Lutheran Church, Missouri Synod, St. Louis, Mo.

Pub Date-78

Note-70p.; For related documents, see EA 012 093-105

Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.50; $12.50 per set of 13)

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Budgeting, Building Plans, Consolidated Schools, Curriculum Planning, Decision Making, Enrollment Projections, Feasibility Studies, *Parochial Schools, *School Planning, Site Selection, Surveys

Identifiers-Interparish Schools, *Lutheran Elementary Schools

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume enumerates the steps involved in planning such a school. The first part of the publication focuses on the feasibility study necessary when exploring the idea of a Lutheran school. It gives detailed step-by-step instructions for such a study, beginning with convening the exploration group and ending with making recommendations. Part 2 deals with the survey and planning stage, specifically with the organization of the board and subcommittees that will gather information and make recommendations regarding the establishment and maintenance of a school program. Part 3 delineates the assignments of the board and subcommittee regarding organization planning, enrollment planning, financial planning, facility planning, and instruction planning. Part 4 explores the possibility of an interparish school either through sending children to an existing school or consolidating existing schools. Part 5 discusses budgeting and funding for the surveying and planning stages. A resource section contains a congregation profile sheet, an interest survey questionnaire, an agenda for a congregational exploration meeting, and a "go or no-go" check list. (JM)

ED 176 403 EA 012 129

Chaffee, John Olds, H. Robert

Champions of Children. Administrators . . .

American Association of School Administrators, Arlington, Va.

Pub Date-79

Note-33p.; Prepared for AASA Advisory Commission on Advocacy for Children and Youth

Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00324; $4.95, quantity discounts; orders for less than $15 must be accompanied by payment in full and add $1.00 for postage and handling)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Role, *Child Advocacy, *Children, Elementary Secondary Education

Today, in an era of taxpayer revolts, lack of clarity in values, and changing family structure, children need advocates in the political arena as well as in the schools. This pamphlet suggests that administrators are in an excellent position to defend the rights of children on all fronts. It focuses on what administrators have done and specific things they can do to champion the causes of children and youth who are often forgotten in the political process. (Author/LD)

ED 176 427 EC 120 111

Parasnis, Ila

Imagery Effects and Memory for Signs and Words.

Pub Date-Apr 79

Note-24p.; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, California, April, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, Congenitally Handicapped, *Deaf, Deaf Research, *Imagery, Language, *Language Processing, *Memory, *Recall (Psychological), *Sign Language, Visual Stimuli, Written Language

To determine if imagery mediates memory for signs and words, 80 sign-language-fluent Ss half of whom were congenitally deaf and half of whom were normal-hearing were tested by varying the imagery values of stimuli. The relative efficacy of word and sign codes in processing and retrieving information was studied by systematically varying the mode of presentation and the mode of retrieval of information, thus producing four conditions of the experiment: sign-sign, sign-word, word-sign, and word-word. Among the findings were that there was an overall performance difference in recall between deaf and hearing students, with hearing Ss doing better than deaf Ss; and that, more importantly, there was an overall imagery effect which showed that imagery facilitated memory for words and signs for both deaf and hearing Ss. This facilitating effect was, however, absent in the word-sign condition for both groups. Findings suggested that words and signs are processed in a similar fashion. (Author/DLS)

ED 176 505 EC 120 600

Heinemann, Alison

Star Power: Providing for the Gifted & Talented. Module 6. Underachievers Among the Gifted/Talented.

Education Service Center Region 13, Austin, Tex.
Pub Date-77
Note-38p.; Due to copyright restrictions the appendixes are not included in the series; Best Available Copy; For related information, see EC 120 594-604
Available from-Education Service Center, Region XIII, 7703 North Lamar Boulevard, Austin, Texas 78752 ($78.00 per set; $6.00)
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Gifted, *Inservice Education, Inservice Teacher Education, Resource Guides, *Talented Students, *Teacher Evaluation, Teacher Workshops, *Underachievers
Identifiers-*Gifted Handicapped

The document presents Module 6, underachievers among the gifted/talented, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. The goals of this module are to realize the extent and significance of underachievers among the gifted/talented and to discover ways to help gifted underachievers fulfill hidden potential. Sections include the following: enabling objectives (such as list at least eight different causes of underachievement among the gifted); rationale to establish a frame of reference; preassessment tests and evaluation; instructions for scoring the preassessment instrument; activities (which cover such topics as organizing a small group of underachievers for therapy sessions and administering the Structure of Intellect Learning Abilities Test to determine each underachievers strengths); and postassessment procedures. (SBH)

ED 176 525 EC 120 771

Turrell, Ronald S.

Training Needs of Teachers for the Gifted and Talented in the Elementary Schools of Ohio.

Walden Univ., Naples, Fla.

Pub Date-Apr 79

Note-180p.; A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy, Walden University

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Elementary Education, Exceptional Child Research, *Gifted, Needs Assessment, *Questionnaires, Special Programs, *State Programs, *Talented Students, *Teacher Education

Identifiers-*Ohio

The study investigated programs for elementary level gifted and talented students available in all Ohio public school districts and training programs for teachers of the gifted and talented available in 51 Ohio colleges approved for teacher education. Surveys, visitations, and interviews were used to collect the data. Among five major conculsions were that the majority of Ohio public school systems did not have operational gifted/talented programs at the time of the study (1978), that most programs did not have a program coordinator who met Ohio standards for state funding, and that there is a lack of agreement between Ohio public school systems, Ohio teacher educational institutions, and teachers of the gifted on the most desirable types of teacher training. Five major recommendations of the study include the following: improve articulation between teacher educators and public school systems regarding the gifted teacher's training needs, and increase the number of Ohio teacher education institutions which offer graduate level degree programs. Appended are the survey instruments, letters of transmittal, interview checklists, sample identification instruments and tests, descriptions of six programs for the gifted and talented, and college course descriptions for teachers of the gifted and talented. (PHR)

ED 176 568 FL 010 639

Albanian: Basic Course. Volume I, Lessons 1-16. Translation and Cartoon Guide.

Defense Language Inst., Monterey, Calif.

Pub Date-Jul 66

Note-76p.; For related documents, see FL 010 626-628 FL 010 634, and FL 010 637-648; Tapes accompany the text

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education, *Albanian, *Audiolingual Methods, *Cartoons, Classroom Materials, *Instructional Materials, *Language Instruction, Postsecondary Education, *Second Language Learning, Speech Communication, Translation, Uncommonly Taught Languages

Identifiers-*Dialogs (Language Learning)

This guide to a basic audiolingual course in Albanian for adult students contains both a literal and idiomatic translation for each dialogue as well as cartoons illustrating all 16 lessons. (NCR)

ED 176 044 CE 021 843

Hasty, Liswa E. Bridwell, Terry B.

Food Service Worker. Supplemental Individualized Student Modules.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Home Economics Education Section.
Pub Date-79
Note-84p.; For related documents see CE 021 842-844
Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($2.00)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Food Service, *Food Service Workers, Hygiene, Individualized Instruction, *Job Skills, *Learning Activities, *Learning Modules, Performance Based Education, Sanitation, *Service Education, Work Simplification

Developed to supplement the food service worker modules published in 1977, this handbook provides fourteen additional individualized student modules. The topics included are as follow: (1) personal grooming; (2) safe handling of food and eating utensils; (3) setting up tables; (4) handling customers; (5) menus; (6) taking and placing the order; (7) serving the order; (8) personal hygiene; (9) the South Carolina Sanitation Code; (10) control of food borne diseases; (11) sanitation in food preparation, serving, and reheating; (12) storing food; (13) controlling portions; and (14) work simplification. Each module consists of the following elements: introduction, directions, objectives, learning activities, instruction sheets, self-checks, and check-out activities. The activities require the students to do reading in outside references, view filmstrips, take field trips, and perform the actual duties of a food service worker. (ELG)

ED 176 063 CE 022 196

Vocational Education Operations Analysis Process.
California State Dept. of Education, Sacramento. Vocational Education Services
Pub Date-Jan 79
Note-123p.; Document prepared in conjunction with the California Occupational Information Coordinating Committee
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cost Effectiveness, *Data Analysis, *Data Collection, Formative Evaluation, *Operations Research, *Program Evaluation, *Systems Analysis, Systems Approach, *Vocational Education

This manual on the vocational education operations analysis process is designed to provide vocational administrators/coordinators with an internal device to collect, analyze, and display vocational education performance data. The first section describes the system and includes the following: analysis worksheet, data sources, utilization, system components (program/services, objectives/desired outcomes, and program costs), and time and sequence of program analysis. The second section provides instructions for completing the operations analysis worksheet (fourteen steps). The third section discusses the interpretation of the analysis process, focusing on three questions: (1) Is the program effective?; (2) How efficient is the program?; and (3) Is the program cost effective? Also included in the interpretation section is a paper by Lois-ellin Datta entitled "Inside the Black Boy: Process Evaluation as a Part of Cost/Effectiveness/Benefit Analysis." Provided as attachments are instructions for completing the program/course inventory (PCI) and vocational education analysis worksheets. (JH)

ED 176 102 CE 022 724

Malchon, Margaret J.

Career Education for Mental Health Workers. Techniques of Intervention. Human Service Instructional Series. Module No. 4.

University of South Florida, Tampa. Human Resources Inst.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Jun 78

Note-29p.; For related documents see CE 022 720-726

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Counseling, Behavior Change, Crisis Therapy, Family Counseling, *Group Counseling, *Health Occupations Education, Helping Relationship, *Human Services, Intervention, *Learning Activities, Learning Modules, *Mental Health, *Nondirective Counseling, Planning, Postsecondary Education, Social Services

This module on techniques of intervention is one of a set of six developed to prepare human services workers for the changing mental health service delivery system. Following notes on the target population (community college students), module length (51 class hours), and suggested class size (15-25 students), the module contains the following seven sections: (1) a list of behavioral objectives; (2) the instructional design of the module, (3) a pretest on the module goal, (4) a list of materials for the course, (5) instructional procedures for each behavioral objective, (6) a posttest on the module goal, and (7) student feedback on the module. A total of nine objectives are included to help students utilize social service delivery systems and the basic concepts of a variety of intervention techniques. A major component is an experimental laboratory activity in which the student plans and implements an eight-week group experience for a small group of clients/patients. In addition to listing instructional procedures for each objective, the module informs the student of the estimated class time for completion, equipment needed, and how to demonstrate competency. Appended material includes the techniques of intervention laboratory description and a team individualized treatment plan outline. (LRA)

ED 176 121 CE 022 798

GI Bill Benefits for Flight and Correspondence Training Should Be Discontinued. Report by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Spons Agency-Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.

Pub Date-24 Aug 79

Note-41p.; Some of the appendix pages will not reproduce well due to small print

Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W. Washington, D.C. 20548 (One copy free; Additional copies $1.00 each)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Correspondence Courses, *Federal Aid, *Flight Training, Job Placement, Job Training, *Program Evaluation, *Veterans Education

Identifiers-General Accounting Office, *Veterans Administration

At the request of the Senate Committee on Veteran's Affairs, the General Accounting Office (GAO) surveyed a representative sample of veterans who had completed flight training or correspondence courses within the last five years to determine whether their full time occupations were related to the training they had received. The GAO's review showed that only about 16 percent of flight-trained veterans and 34 percent of correspondence-trained veterans have full time jobs related directly to their training. Also found was that the employment survey reports submitted to the Veteran's Administration (VA) by vocational technical schools do not show whether most veterans obtained training related employment or to what extent such employment represents the veteran's primary vocational pursuit and major source of occupational income. Based on the findings, the GAO supported the proposed legislation submitted by the VA to terminate GI bill benefits for flight and correspondence training. (JH)

ED 176 143 CG 013 744

Glass, J. Conrad, Jr. Trent, Curtis

The Impact of a Series of Learning Experiences on Ninth-Grade Students' Attitudes Toward the Aged. Summary and Lesson Plans.

North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.

Pub Date-Jan 79

Note-53p.; Sponsored in part by the NRTA-AARP Andrus Foundation

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adolescents, *Age, *Changing Attitudes, Developmental Stages, *Experiential Learning, Grade 9, *Learning Experience, Lesson Plans, *Older Adults, Secondary Education, Secondary School Students

This study determines that adolescents' attitudes toward older persons, while not negative as originally supposed, can be changed in a more positive direction through planned educational experiences. Situational and personal characteristics account for variance in pretest attitudes evidenced toward the aged. The study was conducted on ninth-grade students in North Carolina public schools. Ten lesson plans, used in a two-week unit in social studies classes, describe aspects of aging and ways for youths to appreciate aging as part of the total life experience. Supplementary materials for use with the lesson plans are presented. Changed attitudes among subjects resulting from participation in the program persisted over a period of four to six months. (Author/BEF)

ED 176 296 ÇS 205 135

Ede, Lisa S.
The Composing Process: What We Know/What We Tell Our Students.
Pub Date-Apr 79
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Creative Writing, Higher Education, *Role Models, Student Writing Models, Teaching Methods, Teaching Models
Identifiers-*Composition Process

Empirical and theoretical research and a teacher's own writing experience provide equally valuable resources in the composition classroom. Current research on the composing process suggests a conceptual change from that of a rigid sequence of clearly demarcated stages to a more recursive, hierarchically structured model. Until recently, the role of invention in writing has been ignored. One of the most serious effects of the current/traditional model of the composing process has been its negative influence on students' psychological expectations and attitudes. The teacher's function as a role model is critical in introducing students to the composing process by sharing with them a retrospective protocol of writing experiences, including copies of all scraps and rough drafts. Class members can then be asked to write their own retrospective protocols of the processes they follow in composing. Other methods include reading anecdotes by professional writers about their writing habits and asking ordinary people whose careers involve a fair amount of writing to talk to students. Student writers need to be reminded of the need for flexibility and common sense as they approach the writing process. Implementing these methods may be impeded by large composition class loads, the current teaching assistant system, dependence on part-time staff, and the low regard with which composition teaching is often held by English instructors. (AEA)

Pickett, Nell Ann

Preparing to Teach a Technical Writing Course in the Two-Year College.

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Instruction, *Instructional Materials, Junior Colleges, *Technical Education, *Technical Writing

This paper is intended to give assistance to a teacher teaching a course in technical writing at a two-year college for the first time. It assumes that the technical writing course is a support or service course rather than a course for technical writing majors and that the English department and the college administration want a technical writing course. It suggests that the teacher write publishers for examination copies of potential textbooks and instructors' manuals and provides a list of names and addresses of publishers as well as information about an annotated bibliography of writing texts available through the National Council of Teachers of English. It then recommends books that should be part of the teacher's professional library, along with brief annotations and publisher information. A list of professional organizations and journals is provided, as are suggestions for additions to the school library. The paper recommends that the teacher communicate with local businesses and industry and with the technical faculty to get specific suggestions for what might be included in the course. A questionnaire for this purpose is included as is a suggested questionnaire for getting student information. (TJ)

ED 176 546 FL 010 445

Rey-von-Allmen, Micheline

Francais langue etrangere: l'enseignement de l'orthographe elementaire aux adolescents mal scolarises issus de milieux socio-culturels defavorises. Quelques notes sur une recherche (French as a Foreign Language: The Teaching of Elementary Spelling to Adolescents Who Were Slow Learners and Who Had Come from Disadvantaged Milieux. Some Research Notes). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 25.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland)

Pub Date-77

Note-8p

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Code Switching (Language), Comprehension Development, Disadvantaged Youth, Error Analysis (Language), *Error Patterns, Immigrants, Language Handicaps, Language Instruction, Language Patterns, *Language Processing, Language Research, Language Skills, *Learning Processes, Listening Comprehension, Phonology, *Second Language Learning, Skill Development, *Spelling, *Spelling Instruction, Syntax, Teaching Methods

The reflections in this paper represent part of a study of disadvantaged 13 to 15 year-old children of immigrants in Switzerland. This section deals with the process of learning spelling. In order to observe the students' learning, the same dictation was given four times during the school year. The results were studied intuitively and analytically. Four stages in the learning process were observed: (1) non-comprehension of the meaning with consequent failure to reproduce any part of the text; (2) incomplete auditory perception resulting in many errors; (3) correct perception of a sound by transcription in a code borrowed from the native language; and (4) correlation of progress in spelling and comprehension, but before the stabilization phase, mistakes occurred due to trial and error. The technical analysis of the same data indicated three stages ranging from lack of knowledge and comprehension through phonetic errors to errors in usage and grammar. Implications for foreign language instruction, grading practices, and teaching methodology follow from the conclusion that the process of learning to spell is the same in both the native and foreign language. (AMH)

ED 176 165 CG 013 766

Jason, Leonard A. Frasure, Susan

Establishing Supervising Behaviors in Eighth Graders and Peer-Tutoring Behaviors in First Graders.

Pub Date-May 79
Note-23p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cross Age Teaching, Grade 1, Grade 8, *Peer Teaching, Primary Education, *Prompting, Reinforcement, *Supervisory Methods, *Teaching Techniques, *Tutoring

Cross-age and peer-tutoring projects are innovative approaches which both harness untapped school resources and provide opportunities for children to help one another. In order to implement effective tutoring programs, there is a need to delineate precise tutoring behaviors employed, as well as the requisite behaviors of supervisors. A multiple baseline design was used to document the establishment of supervising behaviors (corrective feedback, restating questions, contingent praise) in a class of eighth graders. The eighth graders then successfully used prompts to teach peer-tutoring behaviors to an entire class of first graders. The continued usage of peer-tutoring skills in the absence of prompting by university observers suggests that eighth graders can effectively implement a peer-tutoring program without adult supervision once they have recieved appropriate supervisory training. (Author)

ED 176 210 CS 004 925

Improving Reading Comprehension through the Content Approach. ESEA Title IV-C. Project Termination Report.

Cincinnati Public Schools, Ohio.
Pub Date-31 Oct 78
Note-63p
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Autoinstructional Programs, *Content Reading, *Inservice Teacher Education, Needs Assessment, Program Content, *Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Skills, Secondary Education, Teaching Techniques

This report presents a description of a two-year district-wide project that was undertaken to develop a self-instructional teacher inservice training program focusing on techniques for teaching reading comprehension skills in English, science, mathematics, and the social studies at the secondary level. The various sections of the report contain a needs assessment, a statement of the project goals, a description of the project, a detailed discussion of the project outcomes, project dissemination information, conclusions and recommendations drawn from the project, and a discussion of the project phase-in in the district's schools. Appendixes contain copies of rating scales used in the project, a form for use in evaluation of teacher-written materials, a lesson framework checklist, a time allotment sheet, a classroom observation record, a trainer's report form, and evaluation report, and related correspondence. (FL)

ED 176 362 EA 011 059

Mazzarella, Jo Ann

Leadership Effectiveness. ACSA School Management Digest, Series 1, No. 16. ERIC/CEM Research Analysis Series Number 44.

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-53p
Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($3.50; $2.25 for ACSA members)
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Decision Making, Educational Administration, Educational Environment, *Leadership, Leadership Qualities, Leadership Styles, Leadership Training, Teacher Administrator Relationship, Teacher Participation, Time
Identifiers-Paperwork

Many educational administrators are too overwhelmed by paperwork and too short of time, resources, and training, to be effective leaders. Yet some educators and schools are finding ways to make good leadership easier through improving time management skills, providing assistants, instituting administrative training programs, and cutting paperwork. Most literature on leadership effectiveness centers around one or more of three requirements: an appropriate leadership style, effective decision-making structures, and a healthy educational climate that fosters good relationships with staff, students, and community. An integration of all these factors will produce the most effective leaders. This paper summarizes and analyzes information from many authors in the field and contains thoughts from 17 school and school district administrators who were interviewed concerning good leadership. (Author)

ED 176 428 EC 120 112

Sachdev, Paul Thompson, J. Victor

The Use of Research in Teaching Practice Skills in Child Protective Services.

Pub Date-Mar 79

Note-40p.; Paper presented at the Annual Program Meeting of the Council on Social Work Education (Boston, Massachusetts, March 4-7, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Abuse, Child Rearing, Communication Skills, Conceptual Schemes, Discipline, Etiology, Family Problems, *Family Relationship, Foreign Countries, Genetics, *Identification, Interpersonal Relationship, Parent Child Relationship, *Prevention, *Skills, *Social Workers

Identifiers-Canada (Newfoundland)

Presented at the Annual Program Meeting of the Council on Social Work Education in 1979, the paper extensively reviews the literature on child abuse, and provides a knowlege base to generate constellations of skills to guide child abuse practitioners' activity in dealing with child abuse cases. A multicausal model encompassing the interactive nature of the various elements involved in child abuse is suggested. Studies reviewed include those investigating hormonal influence, genetic factors, brain dysfunction, aggressive behavior, family size, marital discord, and the role of the child in abuse. Two major social work responsibilities in respect to child abuse are underlined by the research. On one level, it is proposed that social workers need preactive skills designed to identify potential child abusers before violence to a child occurs. On the other level, it is suggested that social work skills must be directed to assisting families in establishing more meaningful relationships and communication patterns with each other, as well as in learning appropriate child-rearing and disciplining skills so that further incidents of child abuse will not occur. (Author/DLS)

ED 176 447 EC 120 449

Brown, E. C. And Others

Assist Program 2: Mildly Handicapped/Mainstreaming. Sourcebook. ASSIST: Associate Instructional Support for Teachers.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.; Indiana Univ., Bloomington. Developmental Training Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Aug 77

Grant-451AH60379

Note-161p.; For related information, see EC 120 447-450 and PS 010 775, PS 010 803

Available from-Indiana University, Developmental Training Center, 2523 East Tenth Street, Bloomington, Indiana 47401 ($4.00, 3 reels of 16mm preservice and inservice films $150.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Behavior Change, Class Organization, Contingency Management, Educational Methods, Educational Objectives, Evaluation Methods, Handicapped Children, Inservice Education, Labeling (of Persons), *Lesson Plans, *Paraprofessional School Personnel, Preservice Education, Program Planning, Student Evaluation, Teacher Aides, Teacher Role, Teaching Methods

Identifiers-*Mildly Handicapped

The first of two documents designed to train paraprofessionals to work with mildly handicapped students in mainstreamed settings presents information on preservice and inservice education. Four chapters discuss the follwing preservice topics (sample subtopics in parentheses): the teacher (forming a good working relationship); the students (the labeling process, prejudice, standardized tests, legal rights of the handicapped, mainstreaming); the school (the educational team, confidentiality, school personnel); and the instructional process (program planning). Six units cover the following inservice topics (sample subtopics in paretheses): assessment (formal and informal methods); long-range objectives; short-range objectives (task analysis, chaining); instructional strategies (decreasing inappropriate behaviors, establishing new behaviors, rewarding behavior); lesson planning (common parts of lesson plans, classroom organization); and lesson evaluation (ongoing evaluation, self evaluation). (CL)

ED 176 486 EC 120 543

County Agents for Children. Final Report. Part III. Developing Community Awareness.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-31 Mar 76

Grant-OEG-0-72-5313

Note-91p.; Document may not reproduce well in hard copy due to color of paper in the original; For related information, see EC 120 541-542

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Child Advocacy, *Childhood Needs, *Children, *Child Welfare, *Community Attitudes, Information Dissemination, *Public Relations

Identifiers-*County Agents for Children (Tennessee)

Based on the experiences of a child advocacy project in Tennessee entitled County Agents for Children, the guide over half of which consists of appendixes presents a general strategies and specific tasks for the child advocate volunteer or professional in developing community awareness. Specific ways to locate, organize, produce, distribute, and update information are reviewed. Possible information tools include radio shows, public addresses, local and regional directories, family council luncheons, pamphlet and brochure distribution, news articles, and special advocacy boards. Other aspects covered include self-promotion, how to use statistics, speech guidelines, organizing a board, how to develop directories, luncheons, film resources, and office materials. Among the appendixes are various newspaper articles and lists of resources. (DLS)

ED 176 026 CE 020 654

Elhardt, Dale Elhardt, LaDonna

Displaced Homemakers in North Dakota. Research Series No. 73.

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-20 Apr 79
Note-125p.; Not available in paper copy due to broken print
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adjustment Problems, Age, Economic Status, Educational Background, Emotional Problems, Employment Experience, Employment Problems, Family Problems, *Females, Financial Problems, Income, Legal Problems, Marital Status, *Needs Assessment, *Participant Characteristics, *Problems, Psychological Services, *Services, Social Problems, Social Services, Special Health Problems
Identifiers-*Displaced Homemakers, North Dakota

Three hundred and forty-one North Dakota women, classified as displaced homemakers, were interviewed to gather information on their backgrounds, experienced problems, and perceived needs. Data analysis showed that displaced women tend to be poor and tend to move to the job market upon their change in marital status. Job market involvement is most successful for those with the most prior work experience and those with more education. Further, their work is more continuous and economically motivated after displacement. Economic problems were most pervasive, followed by psychological problems and social relationship problems. The ranked pervasiveness of problems varied by age, marital status, and income level. In general, problems were more severe and more pervasive for those under thirty-five and for the divorced. Economic problems were most persistent, followed by psychological and social relationship problems. Perception of services needed by the displaced did not vary appreciably by age. According to the respondents, the most important services would be oriented toward dealing with psychological problems. Next in importance were services relating to skill testing and development, followed by those relating to social relationships. Considered least important were services relating to consumer affairs and job placement or job hunting. (Author/JH)

Program Monitoring.

Little (Arthur D.), Inc., Washington, D.C.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-Jun 78
Contract-J-LEAA-013-77
Note-26p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Accountability, Counselors, Delinquents, Evaluation, Needs Assessment, *Organizational Effectiveness, *Performance Criteria, *Program Evaluation, Program Validation, Standards, *Summative Evaluation
Identifiers-*Program Monitoring

Program monitoring permits assessments to be made on a community-based program its managerial and operational efficiency, its effectiveness, its acceptability by clients, and suitability to needs. It assists a program in defining objectives and developing and implementing quality care in an effective manner. This guide lists kinds of things community-based programs should be doing to provide this quality care. It is divided into four sections: program objectives, methods, organization and management, and staff qualifications. Although this is geared for programs of juvenile justice and delinquency prevention, it may be used as a guide for other kinds of program monitoring. (Author/BEF)

ED 176 232 CS 005 004

Ryan, Ellen Bouchard Ledger, George W.

Differences in Syntactic Skills between Good and Poor Readers in the First Grade.

Pub Date-May 78

Note-18p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Auditory Perception, Beginning Reading, Context Clues, Grade 1, Grammar, *Language Processing, Primary Education, *Reading Research, *Reading Skills, Structural Analysis, *Syntax

A total of 19 good and 19 poor readers participated in an examination of the extent to which first grade children who were successful beginning readers would exhibit better syntactic skills in auditory and reading tasks than would less successful readers. To isolate differences specifically related to sentence processing skills, the two groups were equated on a measure of nonverbal intelligence. Receptive auditory vocabulary and digit span were assessed so that these potential nonsyntactic effects could be partialled out statistically. Analysis of oral reading errors provided an assessment of context utilization during reading. Performance on an oral cloze task, judgment of grammaticality and correction of ungrammatical sentences, and a pictograph sentence memory task reflected sentence processing skills in nonreading situations. The results showed that relative to the good readers, poor readers displayed less effective utilization of sentence cues in the oral cloze task. Correlational analyses revealed that corrections of ungrammatical sentences related strongly for good readers with almost all other measures intelligence, syntactic skills, and reading. (FL)

ED 176 253 CS 005 036

Schick, George B., Ed. May, Merrill M., Ed.

Junior College and Adult Reading Programs Expanding Fields; Sixteenth Yearbook of the National Reading Conference.

National Reading Conference, Inc.
Pub Date-67
Note-298p.; Proceedings of the National Reading Conference (16th, St. Petersburg, Florida, December 1-3, 1966)
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Adult Literacy, *Adult Reading Programs, *Educational Technology, Elementary Secondary Education, Higher Education, Junior Colleges, Reading Difficulty, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, Reading Skills
Identifiers-*Job Corps, *National Reading Conference

Focusing on expanding fields in junior college and adult reading programs, the 35 articles in this volume were drawn from the sixteenth annual meeting of the National Reading Conference held in 1966. Among the topics discussed in the articles are the following: an interdisciplinary approach to the identification and remediation of severe reading disabilities, the retrieval of learning sets by the external display of reading materials, simulation in reading, college reading improvement programs, the ideal study environment for university students, trends in adult reading, counseling and reading skills for the terminal student, educational technology, reading research, Job Corps reading programs, reading and cognition, a psychology of reading, reading programs at the secondary level, the ``interjacent'' student, teaching Braille to the blind, group guidance and reading improvement, adult literacy programs, lifetime reading, and reading diagnosis. (FL)

Willis, Ronald A., Ed.

The ATA Wingspread II Conference: Moving Forward.

American Theater Association, Washington, D.C.

Pub Date-79

Note-9p.

Journal Cit-Theatre News; v11 n9 Sum 1979

Pub Type- Journal Articles (080) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accreditation (Institutions), Committees, Conferences, Cultural Education, *Educational Objectives, *Professional Associations, Research Committees, Research Needs, Standards, *Theater Arts

Identifiers-*American Theatre Association

This summary of the principal deliberations and recommendations of the Wingspread II Conference convened in October 1978 by the American Theatre Association (ATA) documents the efforts of the ATA to develop the areas of standards and accreditation, development, education, and research. The work of the four commissions that had been created in each area of responsibility at the first Wingspread Conference in 1975 is clarified in this report, and plans are outlined to coordinate the activities of the commissions as service organizations for the field and to establish the role of the commissions in relation to the future of ATA as a professional arts organization. Also presented are recommendations to the Association of short-term and long-range goals for the next decade. The members present on each commission are listed, and the results of their considerations are outlined by commission heading. (AEA)

ED 176 404 EA 012 132

How to Comply With the Emergency Building Temperature Restrictions.

Department of Energy, Washington, D.C.

Pub Date-Jul 79

Note-10p

Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Building Operation, Buildings, *Compliance (Legal), *Energy Conservation, *Facility Guidelines, *Federal Regulation, Measurement Techniques, Records (Forms), Temperature, *Thermal Environment

The Emergency Building Temperature Restrictions Regulations, effective July 16, 1979, place temporary restrictions on temperatures for heating, cooling, and domestic hot water in commercial, industrial, government, and other nonresidential buildings. This manual contains instructions for determining if the regulations apply to a building, complying with the regulations, and adjusting air and water temperatures. Three separate forms are included: Certificate of Building Compliance, Exemption Information Form, and Building Compliance Information Form. (Author/MLF)

ED 176 468 EC 120 516

SER-LARS, Volume 2. Learning Objective History I. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Contract-OEC-0-74-7892; OEC-2-70-0051
Note-1,034p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF07/PC42 Plus Postage.
Descriptors-Aural Learning, *Behavioral Objectives, Data Bases, Diagnostic Teaching, Educational Diagnosis, *Educational Objectives, Elementary Secondary Education, *Handicapped Children, *Instructional Materials, Models, *Reading, Reading Readiness, *Sensory Integration, Tactual Perception, Visual Learning
Identifiers-SER LARS (Information System)

The second of nine volumes in the SER-LARS (Special Education Resources Location Analysis and Retrieval System) series, a diagnostic-prescriptive instructional data bank for teachers of handicapped children, presents learning objectives organized by content descriptions. The volume is explained to give a history of the use of each objective along with information on instructional materials, instructional methods, and objective referenced measures which were reported by users in prescriptions directed toward that objective. Objectives in the volume are presented for the following content areas (sample subtopics in parentheses): processes (auditory, visual, gustatory, olfactory, tactile, and affective functioning); reading (readiness, phonics, reading comprehension, vocabulary, oral reading, and linguistic approach programs). (CL)

ED 176 569 FL 010 640

Albanian: Basic Course. Volume III, Lessons 27-36.

Defense Language Inst., Monterey, Calif.

Pub Date-Jul 60

Note-220p.; For related documents, see FL 010 626-628, FL 010 634, and FL 010 637-648; Tapes accompany the text

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940

Language-Albanian; English

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, *Grammar, *Instructional Materials, *Language Instruction, Postsecondary Education, *Second Language Learning, Speech Communication, Translation, Uncommonly Taught Languages, Vocabulary

Identifiers-*Dialogs (Language Learning)

This third of ten volumes of audiolingual classroom instruction in Albanian for adult students treats Albanian grammar, syntax, and usage in a series of exercises consisting of grammar perception drills, grammar analysis, translation exercises, readings, question-and-answer exercises, and dialogues illustrating specific grammatical features. A vocabulary list is attached to each exercise. (JB)

ED 176 007 CE 018 691

Halverson, Homer And Others

Job Opportunities Forecast for Washington State, 1974 to 1985. Summary of Findings. Third Edition.

Human Resources Planning Inst., Inc., Seattle, Wash.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Washington State Commission for Vocational Education, Olympia.

Pub Date-Jan 78

Note-233p.; For a related document see CE 018 690

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Educational Planning, *Employment Opportunities, Employment Patterns, *Employment Projections, *Employment Statistics, Employment Trends, Labor Economics, Labor Turnover, Program Planning, *Statewide Planning, *Vocational Education

Identifiers-*Occupational Education Forecasting System, *Washington

Divided into five parts, this document presents the projections of the Job Opportunities Forecast for the Washington State Labor Market through 1985. (A separate document, CE 018 690, discusses the methodology behind the forecasts.) Part 1, which serves as an introduction, describes the occupational information presented in the forecast and lists the forecast objectives. A summary of the material contained in the remainder of this report concludes the introduction. Part 2 includes the following information: a description of the Occupational Education Forecasting System; the background and evolution of this system; an overview of the methodology and data base; and limitations of the forecast's results. Part 3 presents the highlights of this report. There is a section which assists the reader in interpreting the detailed results presented in part 4; and a section comparing the current edition of the forecast with previous editions is also included. Part 3 concludes with a summary analysis of the detailed forecast. The detailed results found in Part 4 are presented in five categories: current vocational education programs; potential/emerging vocational education programs; professional education programs; forecast summary and references to other educational programs. Job opportunties, employment levels, and replacement rates are provided for each program. Appended are reports of the economic outlook used by the Washington State Department of Revenue and of occupational trends prepared by the Washington State Employment Security Department. (BM)

ED 176 045 CE 021 844

Odum, Nancy L. And Others

Affective Education Handbook for Vocational Education.

Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-79

Note-83p.; For related documents see CE 021 842-843

Available from-Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($2.00)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Affective Behavior, *Affective Objectives, Employer Employee Relationship, *Learning Activities, *Learning Modules, Productivity, Responsibility, Student Attitudes, Values, *Vocational Education, Work Attitudes

Designed to introduce the vocational teacher to activities through which peer interaction promotes the understanding of self and others in a working environment, this handbook provides activities that focus on attitudes, interests, and values development. The first topic, work habits, deals with absenteeism, coffee break abuse, communication skills, dress, ethics, human relations, overtime, punctuality, safety, and resources. Productivity, the second subject, involves goal setting, individual skill and job tasks, profits, quality production, and resources. The last section of the handbook focuses on personal responsibilities, encompassing attitudes, the employee-employer team, honesty, a view of the real world, efficiency, group efficiency, and resources. For each subtopic the following are included: (1) a list of student objectives, (2) materials needed, (3) the suggested activities, (4) feedback methods, and (5) other additional activity ideas. Among the types of activities are filling out forms, class discussions, role playing, and recordkeeping. (ELG)

ED 176 064 CE 022 200

Evaluation of the Skill Training Improvement Program (STIP), Phase I: Starting Up.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Program Evaluation.
Report No.-MEL-79-08
Pub Date Mar 79
Contract-ETA-23-25-78-09
Note-161p.; Some pages in this document will not reproduce well due to small or broken print.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Community Involvement, Employer Attitudes, Failure Factors, *Federal Programs, *Job Skills, *Job Training, *Program Development, *Program Effectiveness, Program Planning, Recruitment, School Holding Power, Success Factors, Trainees
Identifiers-*Comprehensive Employment Training Act, *Skills Training Improvement Program

An evaluation was conducted of the Skills Training Improvement Program (STIP) to determine the types of projects established with STIP funds, to assess their success, and to measure the role played by the private sector in the program. Data was collected from three sources: the grant applications of all 141 CETA sponsors conducting the projects, telephone contact with seventy-two of the sponsors to discuss early implementation experiences, and field visits to five sponsors. Most projects were found to have fewer than 100 trainees and to provide training for six months to one year in one to six occupations. Changes in original project plans were common due to problems with providers of training, lack of eligibles for a particular occupation, or special needs requiring remedial or on-the-job training. Enrollees were difficult to recruit for some occupations with high-skill entry criteria, but were retained successfully in projects that adapted to meet their particular needs. Participating private employers felt that STIP improved CETA's image in the business community, and after projects began, additional employers were attracted. Because of limited time and stringent eligibility requirements, most sponsors did not develop an upgrading component to train employed workers. (ELG)

ED 176 084 CE 022 609

Project FOCUS. Methods and Materials for Training Career Educators. Final Report. Volume 3 Theory and Research: Evaluation Results.

Boston Univ., Mass. School of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 79
Note-230p.; Some pages in this document may not reproduce well due to broken type; For related documents see CE 022 607-608
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Career Awareness, *Career Education, Elementary Education, *Evaluation Methods, Fused Curriculum, Individual Characteristics, *Inservice Education, Program Effectiveness, *Program Evaluation, *Teacher Attitudes, *Training Techniques
Identifiers-Project FOCUS

Program Methods and Materials for Training Career Educators (Project FOCUS) established and accomplished three major objectives: (1) to identify, select, and provide inservice career awareness staff development training for elementary school teachers; (2) to design, develop, and evaluate a replicable, exportable, and practical staff development Training Manual (CE 022 608); and (3) to research the effectiveness of the career awareness Training Manual and to validate the efficiency of matching teacher variables to training procedures. The results of the program provided replicable, exportable training programs and recommendations for their use according to the receptivity of the group to be trained. Although these materials were developed for the K-8 level, minor modifications of the content would make them applicable for all other levels. The nature of the programs and the research related to the matching of learning strategies to types of individuals remained constant. The design of the evaluation model sought to combine the essential elements of formative and summative evaluation with formal education research. (This document presents a detailed report of the evaluative procedures employed and an analysis of the results of these procedures. See CE 022 607 for a general description of the developmental and organizational activities of the project.) (BM)

ED 176 103 CE 022 725

Redcay, Shirley

Career Education for Mental Health Workers. Integrative Seminar in Human Service. Human Service Instructional Series. Module No. 5.

University of South Florida, Tampa. Human Resources Inst.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Jun 78
Note-29p.; For related documents see CE 022 720-726
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Evaluation, *Health Occupations Education, *Human Services, Intervention, Interviews, *Learning Activities, Learning Modules, *Medical Treatment, *Mental Health, *Needs Assessment, Postsecondary Education

This module on an integrative seminar in human service is one of a set of six developed to prepare human services workers for the changing mental health service delivery system. A total of eight objectives are included to help students integrate previously learned knowledge and skills into a process of assessing service need, developing treatment alternatives, implementing individualized treatment plans, and monitoring progress. Following notes on the target population (community college students), module length (51 hours plus experiential laboratory), and suggested class size (15-25 students), the module contains the following seven sections: (1) a list of behavioral objectives, (2) the instructional design of the module, (3) a pretest on the module goal, (4) a list of materials for the course, (5) instructional procedures for each behavioral objective, (6) a posttest on the module goal, and (7) student feedback on the module. In addition to listing instructional procedures for each objective, the module informs the student of the estimated class time for completion, equipment needed, and how to demonstrate competency. Appended material includes a review of the problem oriented record system, a team individualized treatment plan outline, and a lab experience evaluation form. (LRA)

ED 176 122 CE 022 802

Population Characteristics Vocational School Experience: October 1976. Current Population Reports, Series P-20, No. 343.

Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date-Sep 79
Note-23p.; Tables may not reproduce well because of light print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Series P-20, $1.25)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, Comparative Analysis, Data Analysis, Data Collection, Educational Background, *Educational Experience, Family Income, Females, Job Training, Males, National Surveys, Occupational Aspiration, Occupational Choice, Postsecondary Education, Race, *Student Characteristics, *Vocational Education
Identifiers-United States

A study was conducted to collect statistical data (age, sex, race, years of school completed, occupation, field of training, and family income levels) on U.S. students who were participating in postsecondary vocational programs in October 1976 or who had participated in such programs during the previous year. Vocational, business, technical, or correspondence schools were included. Some of the results include the following: In October 1976, 7.2 million people, or four percent of the total population fourteen years old and over, were attending, or had attended a vocational school in the past twelve months. Among persons with recent vocational school experience, eighty-one percent of those eighteen years old and over attended vocational school primarily for occupational training. Persons with a college background were more likely to have had recent vocational school experience than persons with four years of high school or less. The manual and mechanical trades were the most common fields of vocational training (thirty-three percent) for those persons eighteen years old and over with recent vocational school experience. About half of the men and over half of the women with recent vocational school experience had occupational goals similar to their current occupations. Family income was not significant in determining vocational school attendance. (JH)

ED 176 144 CG 013 745

Lopez, Martita A.

Recognizing Nonverbal Cues of Emotion: A Training Program for Mental Health Workers.

Pub Date-79

Note-8p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Behavior, Communication Skills, *Emotional Response, *Mental Health, *Nonverbal Communication, Paraprofessional Personnel, *Psychiatric Hospitals, *Sensitivity Training, Visual Perception

An affective method is identified for increasing the sensitivity of paraprofessional psychiatric helpers to vocal (paralinguistic) expressions of the affect "sadness." Fifty-two male and female psychiatric hospital employees served as subjects and were divided into four groups, each of which was given identical pre- and post-testing. Group 2 received training on the vocal cues of sadness; Group 3 received vocal cue training and was exposed to slides of faces portraying various emotions; Group 4 was trained on facial as well as vocal cues of sadness; and Group 1 served as a control. Data analyses revealed that Groups 2 and 3 improved significantly more on the dependent measure of vocal sensitivity than Groups 1 and 4. In addition, both facial groups scored significantly higher than the control group and the vocal-training-only group on a generalization-of-training measure.

Results suggest that Structured Learning Training can increase the sensitivity of paraprofessional helpers to vocal expressions of the affect "sadness," and indicate that including the facial mode during vocal training increases vocal sensitivity and generalization of training more than vocal training containing only the vocal mode. (Author/CKJ)

ED 176 275 CS 205 100

Smelstor, Marjorie, Ed.
A Guide to Evaluating Students' Writing.
Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.
Pub Date-Sep 78
Note-47p.; For related documents, see CS 205 097-100 and CS 205 182
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Composition (Literary), Educational Resources, Elementary Secondary Education, *Evaluation Methods, Grading, Peer Evaluation, *Rating Scales, Self Evaluation, *Student Evaluation
Identifiers-Wisconsin Writing Project

One of a series of guides to the teaching of writing at the elementary and secondary levels, this publication describes methods used in the evaluation of students' writing. Two brief introductory sections present quotations from educators that stress the value of positive evaluative comments. The third section describes procedures, advantages, and disadvantages of 11 major evaluation methods: traditional evaluation using correction symbols and letter grades, evaluation of mechanics and form, measurement of intellectual processes in writing, teacher/student conferences, peer evaluation, self-evaluation, holistic evaluation, all-staff grading, public evaluation (by an audience beyond the classroom), T-unit evaluation, and computer analysis. A fourth section describes three types of holistic evaluation scales an analytic scale, a dichotomous scale, and a scale for assessing personal narrative writing and presents a chart for recording mechanical errors, a composition rating scale, questions to consider in evaluating writing, and a grading guide. The final section suggests evaluation time savers, methods for creative correcting, and various evaluation gimmicks. The publication includes a list of resources for teachers. (GT)

ED 176 319 CS 205 177

Berthoff, Ann E.

Learning the Uses of Chaos.

Pub Date-May 79
Note-11p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Critical Thinking, *Discovery Learning, Elementary Secondary Education, Higher Education, Teaching Methods
Identifiers-*Composition Process

This paper addresses the issue of learning to write and the need for defining a means of teaching the process of composing. Following a description of what kind of process writing is not, the composing process is presented as a continuum of making meaning out of a chaos of images, half-truths, remembrances, and syntactic fragments. The discovery teaching methods of K. Koch, S. Ashton-Warner, and P. Freire are cited and a theory of interpretive paraphrase the means by which meanings are hypothesized, identified, developed, modified, discarded or stabilized is suggested as a method of teaching students how to think critically and how to edit their own writing. (AEA)

ED 176 384 EA 012 095

Board of Education Handbook. Planning for Lutheran Elementary Schools. E03.

Lutheran Church, Missouri Synod, St. Louis, Mo.

Pub Date-78

Note-45p.; For related documents, see EA 012 093-105

Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.25; $12.50 per set of 13)

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Board of Education Policy, *Board of Education Role, Boards of Education, Elementary Education, Management, *Manuals, Meetings, Organization, *Parochial Schools, Policy Formation, School Planning, School Policy

Identifiers-Board of Education Meetings, *Lutheran Elementary Schools

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume is intended to help Lutheran boards of education clarify their role and make policy. The first part of the document deals with role, function, and organization of Lutheran boards of education. Following an introduction, the second section looks at and defines several roles for the board of education, including roles in leadership, problem-solving, decision-making, and ministering. Section 3 looks at three functions of the board of education: policy-making, supervision, and management. Section 4 deals with organization of the board, including criteria for membership, size, officers, length of term, committees, and other factors. Section 5 outlines suggestions for conducting effective board meetings. The second half of the document concentrates on how to establish a Lutheran board of education policy manual and presents a sample table of contents for such a manual. (JM)

ED 176 506 EC 120 601

Alexander, Nancy

Star Power: Providing for the Gifted & Talented. Module 7. Gifted/Talented Students Among the Disabled (Handicapped).

Education Service Center Region 13, Austin, Tex.

Pub Date-77

Note-51p.; Due to copyright restrictions the appendixes are not included in the series; Best Available Copy; For related information, see EC 120 594-604

Available from-Education Service Center, Region XIII, 7703 North Lamar Boulevard, Austin, Texas 78752 ($78.00 per set; $8.00)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Secondary Education, *Gifted, *Handicapped Children, *Inservice Education, Inservice Teacher Education, Resource Guides, Self Concept, Student Motivation, *Talented Students, *Teacher Evaluation, Teacher Workshops

Identifiers-*Gifted Handicapped

The document presents Module 7, gifted/talented students among the disabled, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. The goals of this module are to discover positive contributions which gifted/talented students who are disabled may make and to encourage development of potential and of positive self concepts while these students explore areas of high potential. Sections include the following: enabling objectives (such as devise appropriate ways to encourage disabled students to develop or improve their self concepts); rationale to establish a frame of reference; preassessment tests and evaluation; instructions for scoring the preassessment instrument; activities to develop self concept, to motivate with art, photography, drama, filmmaking, written communication, and to encourage kinesthetic and auditory learners; and postassessment procedures. (SBH)

ED 176 526 EC 120 772

Report on the Relationship Between Child Abuse and Neglect and Later Socially Deviant Behavior.

New York State Assembly, New York. Select Committee on Child Abuse.
Pub Date Mar 78
Note-358p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Child Abuse, *Delinquency, *Delinquency Causes, *Delinquent Identification, Etiology, Exceptional Child Research, Family Characteristics, *Neglected Children, Parent Child Relationship, *Socially Deviant Behavior

The relationship between child abuse and neglect and later socially deviant behavior was examined in two New York state studies: one in which 5,136 children identified as abused or neglected in the 1950s were followed up for later delinquent or ungovernable status, the second in which the histories of 1,963 children identified as delinquent or ungovernable were traced backward for prior involvement in child abuse or neglect cases. Amon the 11 major findings were the folloCing: as many as 50% of the families reported for child abuse or neglect has at least one child who was later taken to court as delinquent or ungovernable. In high contact counties, 25% of the boys and 17% of the girls with at least one founded maltreatment contact were later reported to a court as delinquent or ungovernable. Delinquent children who were reported as abused or neglected tended to be more violent than other delinquents. Few services were provided to abused and neglected children or their families. Children reported as abused or neglected and children reported as delinquent or ungovernable came from similar families, which were significantly different from the general population. Over half the document consists of appendixes including a search of the literature, summaries of contact data in both the 1950s and 1970s samples, and charts of such demographic data as presence of mothers and fathers in homes, out of wedlock birth status of the samples, ethnic data, and number of children per family. (PHR)

ED 176 166 CG 013 767

Singer-Chapel, Esthr M. Aitchison, Robert A.
Behavior Therapy Treatment For Child Abuse.
Pub Date-5 Apr 79
Note-10p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, *Changing Attitudes, *Child Abuse, Coping, Cost Effectiveness, *Parent Child Relationship, *Parent Education, *Parents, Skill Development, Therapeutic Environment

A behavior therapy program was designed to teach new coping skills to child abusing parents. Specific training procedures focused on child management techniques and subsequent sessions included training in communications skills, marital counseling and assertion training skills as required to attain specified client goals. Training was carried out either in a clinic office or in the patient's home; these sites were compared to determine the cost-effectiveness of therapeutic gains made in either setting. Multiple measures of therapeutic change (behavioral and attitudinal) and problem reduction suggest two marked effects of the program. First, in-home clients increased parenting skills twice as much (with duration of training held constant) as clients seen in the clinic office but trained using the same program. Second, positive shifts in attitudes toward children and parent role were 300 percent greater for the in-home clients. Cost data shows no advantage for either treatment site. (Author)

ED 176 190 CG 013 793

Swandby, Janet R.

Daily and Retrospective Mood and Physical Symptom Self-Reports and Their Relationship to the Menstrual Cycle.

Pub Date-May 79
Note-12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Problems, Contraception, *Females, Gynecology, *Mental Health, *Physical Health, *Psychological Patterns, *Self Evaluation, *Sex (Characteristics), Sex Differences
Identifiers-*Menstruation

The literature on the relationships between changes in mood and the menstrual cycle reveals many inconsistencies due to the absence of certain control procedures. Daily self-reports of moods and physical symptoms were collected from women with normal cycles, women using oral contraceptives, and men for 35 days in a camouflaged study. Retrospective reports were made after menstruation became a salient feature of the study. Daily reports revealed no differences in mood across menstrual cycle phases, while retrospective reports resulted in stereotypical premenstrual and menstrual negative effect. Findings are consistent with recent reports of stereotypic responding in menstrual cycle research. (Author)

ED 176 211 CS 004 941

Gil, Doron And Others

Defining Reading Diagnosis: Why, What, and How? Research Series No. 46.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 79
Contract-400-76-0073
Note-25p
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 ($2.00)
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Diagnostic Teaching, *Educational Needs, Elementary Secondary Education, Etiology, *Individualized Instruction, Reading Centers, Reading Consultants, *Reading Diagnosis, *Reading Difficulty, Reading Skills, Reading Tests, *Remedial Reading

The literature on reading diagnosis deals with three major issues: the purpose of diagnosis, its content, and its methods. The purpose of reading diagnosis is threefold; it is necessary for the early identification of reading problems; it is prerequisite for remediation; and it is essential for the planning, modification, and individualization of instruction. Diagnoses focus on the areas of skill performance and causes of reading difficulties. Diagnoses are carried out on a continuing basis at one of three levels corresponding to the severity of the reading problem: classroom, school, and clinic. A discussion of what constitutes effective diagnosis and remediation and how these should be conducted is missing from the literature. A model of effective diagnosis could include the above elements. There is also a need for a description of the diagnostic process in terms of the mental tasks performed by the diagnostician. (MKM)

ED 176 297 CS 205 137

Marsden, Michael T. And Others

Mass Media Studies and the Humanities: An Interdisciplinary Experiment.

Bowling Green State Univ., Ohio. Div. of General Studies.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Jan 79
Grant-EN-29883-77-1155
Note-142p
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Course Content, *Curriculum Development, Higher Education, *Humanities Instruction, *Interdisciplinary Approach, *Mass Media, Popular Culture, *Program Evaluation, Questionnaires, Television

This report on a curriculum project incorporating the study of the humanities and mass media is presented in four chapters. The first chapter is an overview and describes the three components of the curriculum project: (1) a new course entitled ``Television as Popular Culture,'' (2) a team-taught course on media theory entitled ``The Electric Media,'' and (3) a coordinated quarter of mass media studies requiring students to complete two core courses, to participate in a capstone seminar, and to complete individual research projects. The second and third chapters are in-depth evaluations of the individual components of the project and an assessment of their impact upon one university's educational mission. The fourth chapter reflects on the overall experience of the project and suggests possible curricular directions for studies in mass media and the humanities. The questionnaires used for course evaluation, tables of technical factor analyses, and bibliographies of materials for course development are appended. (AEA)

ED 176 405 EA 012 133

Improvements Recommended for Better Oversight of the Capitol Page School. Report.

Comptroller General of the U.S., Washington, D.C.
Pub Date-26 Apr 79
Note-41p.; Best available copy; Some parts may be illegible
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Accountability, Educational Quality, Program Evaluation, Program Improvement, School Accounting, *School Administration, Secondary Education, Teacher Selection
Identifiers-*Capitol Page School

This report discusses the quality of the education at the Capitol Page School and suggests ways to improve oversight of the school operation. The Capitol Page School, operated for the Congress by the District of Columbia Public Schools, provides educational instruction to the approximately 150 young men and women serving as pages for the Congress. A Department of Health, Education, and Welfare panel reviewing the school operation concluded that the overall program is adequate, but made several recommendations for improvement. The panel recommended improvements in school accountability and oversight, including needs for (1) a formal arrangement with the Secretary of the Senate and the Clerk of the House of Representatives for educating pages, (2) complete and accurate accounting data on Capitol Page School transactions, (3) reporting periodically and annually on school operations and page performance, and (4) better documentation of selection of Capitol Page School teachers and on obtaining substitute teachers. The panel also recommended that the pages be appointed for one year and that District officials investigate the extent of overpayments to Capitol Page School coaches. (Author/JM)

ED 176 487 EC 120 544

Davis, Paul I.

Community-Based Efforts to Increase the Identification of the Number of Gifted Minority Children.

Eastern Michigan Univ., Ypsilanti. Coll. of Education.

Pub Date-Aug 78

Note-89p.; Submitted in Partial Fulfillment of the Requirements for the Degree, Specialist in Arts, Eastern Michigan University

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Community, *Black Youth, Community Involvement, Community Leaders, Disadvantaged Youth, *Gifted, Identification, Informal Assessment, *Minority Groups, *School Community Relationship, *Talented Students, *Talent Identification

The document reports on a study of community-based identification of gifted and talented Black middle-school students, as an adjunct to formal identification procedures. A developmental framework for the identification of the gifted minority child was distributed to 17 known leaders in the Black community (including ministers, youth leaders in athletics, and scoutmasters) who normally come into contact with middle-school-age children. These leaders were then asked by questionnaire to recommend students they felt were gifted. Among the results were that a total of 15 students were identified as being gifted, that 13 of these were considered to possess cognitive superiority, that 13 were considered to possess psychosocial superiority, that 13 were considered to possess talent-specific superiority, and that a high percentage were considered to have exceptional abilities in more than one of these three focus areas. A literature review is also presented, focusing on such aspects as culturally biased tests, teacher screening, the inability or disinterest of school administrators in identifying the gifted minority child, and nonadministrative factors contributing to disinterest in identifying the gifted minority child. (DLS)

ED 176 547 FL 010 446

Berretta, Monica

Note sull'analisi delle preposizioni italiane in un modello semantico generativo (Notes on the Analysis of Italian Prepositions Within a Generative Semantic Model). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 25.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-77

Note-13p.

Language-Italian

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case (Grammar), *Componential Analysis, Deep Structure, Grammar, *Italian, Linguistic Theory, *Models, *Sentence Diagraming, *Sentences, Sentence Structure, Surface Structure, Syntax

Identifiers-*Generative Semantics, *Prepositions

A generative semantic model for a componential analysis of prepositions in Italian sentences is described and critiqued. According to the model, a sentence is analyzed in terms of a ``predicate'' plus one or more ``arguments.'' The model emphasizes the semantic role of prepositions and regards this role as the basis for a syntactic analysis of sentences. Thus the meaning of prepositions is examined, and an attempt is made to determine a precise deep structure meaning for these prepositions. Criticism of the model is based on the argument that, in attempting to identify a single semantic representation for each preposition, the model applies deep structure criteria to surface structure data. (AM)

ED 176 570 FL 010 641

Albanian: Basic Course Glossary. Lessons 1-120.
Defense Language Inst., Monterey, Calif.
Pub Date-Oct 70
Note-354p.; For related documents, see FL 010 626-628, FL 010 634 and FL 010 637-648
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940
Language-Albanian; English
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Adult Education, *Albanian, Audiolingual Methods, Classroom Materials, *Dictionaries, *Instructional Materials, *Language Instruction, Postsecondary Education, *Second Language Learning, Speech Communication, Uncommonly Taught Languages, *Vocabulary, Word Lists

This Albanian glossary is to accompany the Albanian Basic Course, Lessons 1-120, designed for adult English-speaking students. The glossary is Albanian - English, listing the Altanian words or phrases and the equivalent English words. (NCR)

ED 176 233 CS 005 005

Inselberg, Rachel And Others

Determining the Minimum Amount of Phonetic Analysis Needed for Word Decoding Using the Co-twin Method.

Western Michigan Univ., Kalamazoo.
Pub Date- 78
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, Decoding (Reading), Early Childhood Education, *Phoneme Grapheme Correspondence, *Phonics, *Reading Instruction, Reading Processes, *Reading Research, Twins

To determine the degree of emphasis on phonics instruction necessary for beginning readers, a study was conducted involving five pairs of four-year-old monozygotic twins. Randomly selected twins from each pair were exposed to two different levels of phonics instruction. In one group, the reduced treatment group, only one sound equivalent per letter was taught. In the full treatment group, a vowel digraph, a diphthong, and a long vowel sound were taught, in addition to the sound equivalents taught to the reduced treatment group. Analysis of the data demonstrated highly significant differences in the number of test trials that it took for the two groups to decode three phonemic sets of words. Twins taught only one sound value per letter needed fewer test trials to decode words than did their siblings whose experience included learning variable grapheme/phoneme correspondences. (Author/FL)

Schick, George B., Ed. May, Merrill M., Ed.

Multidisciplinary Aspects of College-Adult Reading; Seventeenth Yearbook of the National Reading Conference.

National Reading Conference, Inc

Pub Date-68

Note-238p.; Proceedings of the National Reading Conference (17th, Tampa, Florida, November 30-December 2, 1967)

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Adult Reading Programs, College Students, Content Reading, Elementary Secondary Education, Higher Education, Interdisciplinary Approach, Reading Ability, Reading Comprehension, Reading Diagnosis, *Reading Difficulty, *Reading Improvement, *Reading Instruction, *Reading Programs, *Reading Research, Reading Tests, Speed Reading

Identifiers-*National Reading Conference

Focusing on multidisciplinary aspects of college and adult reading, the 27 articles in this volume were drawn from the seventeenth annual meeting of the National Reading Conference held in 1967. Among the topics discussed in the articles are the following: psychological embarrassments of reading, rapid reading, reading rate, tutoring in a college reading laboratory, phonics skills, word association among adults at divergent levels of reading ability, reading tests, reading research, psychotherapy and learning problems, contributions of vision sciences, reading disability, ethics and the college/adult reading specialist, the cloze procedure, critical reading skills, adult reading improvement, reading improvement programs, relationships between values and reading gains, attitudes of high school content area teachers toward the teaching of reading, attitudes of adult illiterates toward reading materials and educational programs, reading comprehension, and readability formulas. (FL)

ED 176 276 CS 205 101

De Mott, John

Newspaper Internships in Education for Journalism: The Historical Perspective.

Pub Date-Aug 79

Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Standards, Educational Research, Graduation Requirements, Higher Education, *Internship Programs, *Journalism Education, Student Experience, Surveys

This review of the literature describes several studies of the status of journalism internship programs as they address the following issues: requiring internship programs for graduation, awarding academic credit for such programs, paying student participants for their contributions to newspapers, involving journalism faculty in internship projects or delegating supervision to newspapers, and developing standardized guidelines for such programs. Results of surveys undertaken from 1943 to the present by the Association for Education in Journalism, the American Society of Newspaper Editors, the American Newspaper Publishers Association, Women in Communications, the American Society of Journalism School Administrators, and other professional organizations are presented, along with several sets of recommendations for internship programs. (AEA)

ED 176 320 CS 205 179

Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-15p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Course Content, Creative Writing, Debate, Doctoral Theses, *Educational Research, Elementary Secondary Education, *Expository Writing, Higher Education, Psycholinguistics, Remedial Programs, Rhetoric, Schedule Modules, Sentence Combining, Syntax, *Teaching Styles, *Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with the following topics: the dynamics of creative expression, modular scheduling and student success in freshman composition, growth in writing ability through immersion in a university discipline, massed and spaced film presentations as stimuli for the creative writing of fourth and fifth grade students, Charles W. Eliot and the teaching of composition, transfer effects of critical thinking instruction in debate to expository writing, a proposal for a more effective method of teaching remedial composition based on a study of the remedial English course at Ball State University, a history of audience perceptions embedded in the three-styles tradition in rhetoric, a study of secondary school teachers of English concerning the teaching of composition, sentence combining and remedial college students' reading and writing abilities, teaching style and composition instruction, sentence clarification in a basic English skills program, a writing program for retired persons, the preparatory value of a college course in freshman composition, the psycholinguistic nature of the relationship between topic and caliber of writing, a theoretical framework for teaching and research in composition, new rhetoric lessons for improved composition, an auxiliary writing skills center and writing improvement in community college freshman composition students, and teaching writing through an open-structured program. (FL)

ED 176 341 CS 502 593

Hornby, Richard
Toward a Structuralist Dramaturgy.

Pub Date-Aug 79
Note-14p.; Paper presented at the Annual Meeting of the American Theatre Association (New York, New York, August 12-15, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Drama, Production Techniques, Structural Analysis, *Theater Arts, Theories

In a review of dramaturgy (the collective techniques of dramatic composition), the concept of structuralism holds promise for treating many of the traditional problems in dramatic theory, criticism and production. Traditional attitudes toward intentions, influences, style, and interpretation have long been dominated by a historical approach, rather than a synchronic approach in which a play is isolated and examined as an ahistoric phenomenon, operating within a particular, self-enclosed system. Applying the work of the structuralists Ferdinand de Saussure, Roman Jakobson, and Roland Barthes to the traditional ideas of the primacy of theater history, the genetic fallacy (the notion that the origins of something tell us everything there is to know about it), the singleness of interpretation, the updated production, and the polarity of naturalism and style can bring better understanding to plays and staging. (AEA)

Culbertson, Jack

Emergent Influences from Other Nations on Administrator Training in the United States.

Pub Date-Apr 79

Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, *Educational Administration, Educational Research, Educational Trends, Foreign Countries

Identifiers-British Commonwealth, Europe

This paper highlights indicators of the growth in administrator training in the Commonwealth and Europe, research and training developments in these nations important to administrator preparation in the U.S., and international influences affecting administrator preparation in the future. Growth of administrator training in the Commonwealth and Europe is evidenced by the increase in institutions involved in administrator preparation, expansion of professional associations concerned with educational administration, and the development of new scholarly journals. Innovative staff development programs for educational administrators are being developed in the Commonwealth and European nations. Major professional development programs are unfolding in Sweden and Australia, and significant materials are being developed in Germany. These programs could have great influence on American practice as could the contrasting approaches to educational administration research evident in Germany and England. The marked growth in administrator study and preparation in European and Commonwealth nations has already influenced the learnings of professionals in the U.S. and promises to have more impact in the future. (Author/JM)

Gallagher, James J.

Measurement Issues in Future Programs for Gifted Students.

Pub Date-Oct 78
Note-26p.; Paper presented at the Educational Testing Service Invitational Conference on Measurement and Educational Policy (Washington, D.C., October 28, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Creativity Tests, Definitions, *Educational Diagnosis, *Gifted, *Identification, *Measurement Instruments, *Talented Students, *Talent Identification

Presented at the Educational Testing Service's Invitational Conference on Measurement and Educational Policy in 1978, the paper discusses some critical measurement issues that influence the future course of education for the gifted. The current status of gifted education is reviewed, and the gifted population is defined as those with demonstrated achievement and/or potential in any of the following areas: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability. Specific measurement problems discussed include cultural differences and creativity measurement. Some areas for school adaptations for gifted children are examined, including curriculum content and learning environment. Among the recommendations presented are the need to discard standard instruments designed for average students and to develop instruments for special populations, and the need for a new set of instruments that will allow professionals to integrate the knowledge of the individual with the classification of common environmental settings and conditions. (DLS)

ED 176 448 EC 120 450

Brown, E. C. And Others

Assist Program 2: Mildly Handicapped/Mainstreaming. Teacher's Guide. ASSIST: Associate Instructional Support for Teahcers.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.; Indiana Univ., Bloomington. Developmental Training Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 77
Grant-451AH60379
Note-171p.; For related information, see EC 120 447-450 and PS 010 775, PS 010 803
Available from-Indiana University, Developmental Training Center, 2523 East Tenth Street, Bloomington, Indiana 47401 ($4.00, 3 reels of 16mm preservice and inservice films $150.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Contingency Management, *Educational Methods, Handicapped Children, Informal Assessment, *Inservice Education, Lesson Plans, *Mainstreaming, *Preservice Education, Program Planning, Student Evaluation, Teacher Role, Teaching Methods
Identifiers-*Mildly Handicapped

The second of two documents designed to train paraprofessionals to work with mainstreamed mildly handicapped children presents a teacher's guide approach to inservice and preservice training. The following four topics are covered in the section on preservice training (sample subtopics in parentheses): the teacher (forming a good working relationship, complementary roles); the students (the labeling process, changes in social attitudes, legal rights of the handicapped); the school (confidentiality, parent involvement); and the instructional process (program planning). Six units deal with the following inservice topics (sample subtopics in parentheses): assessment (formal and informal assessment); long-range objectives; short-range objectives (task analysis, chaining and reverse chaining); instructional strategies (decreasing inappropriate behaviors, establishing new behaviors); lesson planning (classroom organization); and lesson evaluation (self evaluation, evaluation of materials and activities). (CL)

ED 176 469 EC 120 517

SER-LARS, Volume 3. Learning Objective History II. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Contract-OEC-0-74-7892; OEC-2-70-0051
Note-813p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF05/PC33 Plus Postage.
Descriptors-*Behavioral Objectives, *Diagnostic Teaching, Educational Diagnosis, Elementary Secondary Education, Geography, Grammar, *Handicapped Children, Handwriting, History, *Instructional Materials, Language Development, *Mathematics, Number Concepts, Objectives, Political Science, Speech, Spelling, Study Skills, Teaching Methods
Identifiers-SER LARS (Information System)

The third of nine volumes in the SER-LARS (Special Education Resources Location Analysis and Retrieval System) series, a diagnostic-prescriptive instructional data bank for teachers of handicapped children, presents learning objectives organized by content descriptions. Entries give a history of the use of each objective along with information on instructional materials, instructional methods, and objective referenced measures which were reported by users in prescriptions directed toward that objective. Objectives are presented for the following content areas (sample subtopics in parentheses): grammar (parts of speech, punctuation); handwriting; spelling (finger spelling); speech and language development (echolalia, stuttering); study skills; mathematics (base number systems, addition, subtraction, multiplication, division, decimals, money skills); geography; history; political science; and science. (CL)

ED 176 008 CE 018 695

Planning Model for Vocational Education.

Young (Arthur) and Co., Portland, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 28 Apr 76
Note-33p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Definitions, *Educational Planning, *Fundamental Concepts, *Policy Formation, Program Development, *Program Planning, *Statewide Planning, Success Factors, *Vocational Education

Providing state agencies involved in vocational education with a clear picture of their responsibilities, this document presents guidelines for developing vocational education state plans. The first section reviews basic planning concepts and terminology. The focus of this review is on delineation of the policy (strategic) planning and operation planning processes and the functions associated with each. Section 2 presents a definition of the Commission for Vocational Education mission as well as the logic supporting that definition. In general, the mission is shown to relate almost exclusively to the policy planning portion of the process; the operational planning portion of the process is recognized as the purview of the individual agencies. Following the mission statement is a compilation of some of the fundamentals that are important to the success of the planning process. The remaining material details the procedures, tasks, and calendar which are needed to actually accomplish policy planning. This work plan is intended to serve two purposes: (1) it specifies products to be generated and general methodologies on how they could be developed; and (2) it provides benchmarks for measuring progress in the planning process. (BM)

ED 176 027 CE 020 692

Young, Malcolm B. And Others

An Evaluation of the Community Education Program. The Final Report.

Development Associates, Inc., Arlington, Va.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Contract-300-77-0159

Note-66p.; For a related document see ED 159 459

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Education, *Community Programs, Educational Finance, Educational Objectives, Failure Factors, *Federal Aid, *Grants, Leadership Training, Program Development, *Program Effectiveness, School Community Relationship, State School District Relationship, Success Factors, Universities

Identifiers-*Community Schools Act

Part of the Educational Amendments of 1974, the Community Schools Act was enacted to provide grants to local education agencies (LEAs) and state education agencies (SEAs) for developing and expanding local community programs and to institutions of higher education (IHEs) for training leaders for these programs. To evaluate the effectiveness of these grants, a study was conducted to describe the organization and operation of the LEA, SEA, and IHE projects and to assess the impact of the projects at the local, state, and university levels. A survey was mailed to all ninety-three projects funded in fiscal 1976, and visits were made to twenty of the fifty-three projects funded in fiscal 1977. Based on the data collected, it was concluded that all three types of projects were successful in attaining their objectives with (1) the IHE projects training local and state practitioners; (2) SEAs increasing state level community education services and also giving training or assistance to clients which made an impact at the local level; and (3) LEAs providing services used and valued by the community, increasing citizen involvement in schools as well as cooperation between schools and other community agencies, and producing desired impacts on local communities and their individual members. (ELG)

ED 176 046 CE 021 845

Kingston, Robert J.

Statement by Robert J. Kingston, President of the College Board, before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, June 21, 1979.

College Entrance Examination Board, New York, N.Y.

Pub Date-21 Jun 79

Note-20p.; Not available in paper due to thin type

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, *Adult Education, *Continuous Learning, *Disadvantaged Groups, *Educational Needs, *Federal Aid, Federal Government, *Government Role, Postsecondary Education, Resource Allocations, State Aid

Identifiers-Higher Education Act Title I

The federal government should exercise leadership in helping concentrate national resources on programs that would make lifelong learning opportunities more widely available to all segments of the population. There is a need to concentrate thought and funding upon (1) the development of services through which adults can assess their genuine educational needs; (2) the development of programs designed to meet those needs specifically; and (3) the coordination of the various resources that can make all such programs truly accessible. One principal objective of the federal role in lifelong learning should be the promotion of access to education by disadvantaged adults. We should be looking for innovative instruments to assess the educational needs of disadvantaged adults, viable counseling mechanisms, and exemplary programs to set the style for lifelong learning among these. Another objective of federal policy in lifelong learning should be to recognize and encourage the active participation and investment of other sectors, particularly the states and private employers. Institutional resources and programs of lifelong learning should be analyzed and coordinated so that new networks and new economies may be effected as new clienteles are afforded access to the learning society. (JH)

ED 176 065 CE 022 221

Elliott, Jo Eleanor Kearns, Jeanne M.

Analysis and Planning for Improved Distribution of Nursing Personnel and Services. Final Report.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

Report No.-HRA-79-16

Pub Date-Dec 78

Note-229p.; Parts of the appendixes will not reproduce well due to small print

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Data Bases, Data Collection, *Delivery Systems, Employment Projections, *Health Services, Information Dissemination, Innovation, *Manpower Needs, Models, *Nurses, *Planning, Program Development, Program Evaluation, Program Improvement, Taxonomy

The goal of the Analysis and Planning Project was to strengthen the nursing community's ability to analyze and plan for improved distribution of nursing personnel and services. The objectives aimed at (1) developing analytical models and a data base for planning purposes, (2) identifying new approaches to improve the distribution and delivery of care; and (3) increasing the knowledge of and participation by nurses in health planning. A project advisory committee was formed to assist throughout the project. Several task forces were named to work with staff on developing the State Model, to work with staff and the subcontractor on the National Model, and to work with staff in addressing concerns related to data. A Taxonomy Committee on Nursing Practice was formed to develop a system of nomenclature, terminology, and definitions that might eventually be adopted by the entire profession. The Project Executive Committee provided coordination and planning for meeting the objectives of the various activities. Finally, a National Panel of Expert Consultants was convened to project nursing requirements on a national and state-by-state basis five years into the future. The objectives set forth for the project were met by the end of the contract period. (BM)

Clark, Kim B. Summers, Lawrence H.

The Demographic Composition of Cyclical Variations in Employment.

Department of Labor, Washington, D.C.

Pub Date-Jan 79

Note-33p.

Available from-National Technical Information Service, Springfield, VA 22161

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Cycles, *Demography, Economic Factors, *Employment, *Employment Patterns, Employment Trends, Labor Force Nonparticipants, *Labor Market, Models, Participant Characteristics, *Unemployment, Work Experience, Youth Employment

This paper analyzes the demographic patterns of cyclical swings in the labor market by decomposing movement in employment into changes in unemployment and participation. The focus is on the interrelations among participation, employment and unemployment, with particular emphasis on the participation rate as a prime determinant of the labor market experience of various demographic groups. The first section of the paper briefly reviews the evidence indicating the importance of participation fluctuations. An empirical model is described and several variants are discussed. The second section discusses empirical results for various groups. Differences in labor market experience by age, sex, race, and marital status are considered. From the findings, the importance of the participation rate in affecting the cyclical behavior of both employment and unemployment is concluded. Another finding is that young workers bear a disproportionate share of cyclical fluctuations. The third section analyzes the impact of aggregate demand policy on high unemployment demographic groups. It is concluded that failure to consider participation has led to undue pessimism about the effects of aggregate demand policy on high unemployment groups. The fourth and final sections of the paper summarize the conclusions and discuss some of their implications. (JH)

ED 176 104 CE 022 726

Redcay, Madeleine C.
Career Education for Mental Health Workers. Health Assessment. Human Service Instructional Series. Module No. 6.
University of South Florida, Tampa. Human Resources Inst.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Jun 78
Note-31p.; For related documents see CE 022 720-725
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Disease Control, Drug Abuse, Environment, Health, Health Conditions, *Health Needs, *Health Occupations Education, *Human Services, *Learning Activities, Learning Modules, *Mental Health, *Needs Assessment, Nutrition, Postsecondary Education, Psychotherapy, Special Health Problems

This module on health assessment is one of a set of six developed to prepare human services workers for the changing mental health service delivery system. A total of seven objectives are included to help students utilize knowledge of physical factors which may influence health and behavior in order to recognize signs and symptoms which indicate the need for nursing or medical consultation. Following notes on the target population (community college student), module length (51 class hours), and suggested class size (15-25 students), the module contains the following seven sections: (1) a list of behavioral objectives, (2) the instructional design of the module, (3) a pretest on the module goal, (4) a list of materials for the course, (5) instructional procedures for each behavioral objective, (6) a posttest on the module goal, and (7) student feedback on the module. In addition to listing instructional procedures for each objective, the module informs the student of the estimated class time for completion, equipment needed, and how to demonstrate competency. Appended material includes an article on psychopharmacology and a sample paper and pencil test relating to body systems. (LRA)

Steenhausen, Nancy E., Ed.
Vocational Education Research and Examplary Projects in Indiana, 1977. Project Abstracts. Information Series No. 9.
Indiana Univ., Bloomington. Vocational Education Information Services.
Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date-Aug 79
Note-94p
Available from-Vocational Education Information Services, Indiana University Library-W 501, Bloomington, Indiana 47405 ($2.00 prepaid; single copies free to Indiana residents)
Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Demonstration Projects, Educational Innovation, *Educational Research, Job Placement, Needs Assessment, Performance Based Education, Program Improvement, Regional Cooperation, *Vocational Education, Vocational Followup
Identifiers-*Indiana, Vocational Education Amendments 1968

This report abstracts and summarizes seventy-eight Indiana research and development projects funded in 1977 with moneys allocated by parts C and D of the 1968 Vocational Education Amendments. The projects are grouped into the subject categories of innovative approaches, needs assessment, performance-based vocational education (PBVE), placement and follow-up, program improvement, regional communication, and state services and products. Within categories, the projects are alphabetized by county. Each project's abstract contains the project title and number, the name of the contact person, the developing county and school's name and address, total budget costs, grade levels, products developed, descriptors from the ERIC (Educational Resources Information Center) Thesaurus of Descriptors, and ED numbers when available. Each abstract also includes a summary of the project objectives, the procedures used to reach those objectives, and, in most cases, the project outcomes. Four separate indexes list (1) agencies and school corporations funded, (2) cities and counties in which the projects were based, (3) Indiana State Board of Vocational and Technical Education project numbers, and (4) subject by descriptor. (Author/JH)

ED 176 145 CG 013 746

Paloutzian, Raymond F. Ellison, Craig W.

Loneliness and Spiritual Well-Being as Functions of Living Environment and Professional Status in Adult Women.

Pub Date- 78

Note-12p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979); Not available in hard copy due to marginal legibility

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Environmental Influences, *Existentialism, *Females Housewives, *Interpersonal Relationship, Personality, Professional Recognition, Research Projects, *Self Concept, Self Esteem, *Social Environment, Working Women

Identifiers-*Loneliness

Loneliness has been viewed as a consequence of situational and/or environmental factors. Previous research has suggested that urban vs. rural people, less vs. more religiously-oriented people, and housewives not employed outside the home experience the greatest sense of isolation and loneliness. To test this hypothesis, data were collected from 115 white middle-class adult married women. Assessment focussed on loneliness (UCLA Loneliness Scale), religiosity and spiritual well-being (a measure of existential well-being), situational factors such as living environment and employment status, and personal factors such as self esteem and interpersonal skills. Three subject groups were sampled to obtain data on urban vs. rural environment (San Francisco and Santa Barbara, CA, and Moscow, ID). Findings, though briefly elaborated, are surprising in that they do not support the generally-supported hypotheses that urban living fosters loneliness nor that housewives are more lonely than employed women. Urban living does apparently relate inversely to religiosity or spiritual well-being, with city living seen as a detriment to religious commitment and life satisfaction. Taken as a whole, the data suggest that the degree of loneliness/well-being is not directly affected by general environmental-situational factors, but may be related to personal attributes such as self esteem and personal social skills. (CKJ)

ED 176 191 CG 013 794

Research Into Violent Behavior: Domestic Violence; Hearings Before the Subcommittee on Domestic and International Scientific Planning, Analysis and Cooperation of the Committee on Science and Technology, House of Representatives, Ninety-Fifth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date-14 Feb 78

Note-1,045p.; For related document see CG 013 929

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF07/PC42 Plus Postage.

Descriptors-Adults, *Anti Social Behavior, Behavioral Science Research, Behavior Patterns, Children, Crisis Therapy, *Family Problems, Legislation, *Parent Child Relationship, *Spouses, *Violence

Identifiers-*Domestic Violence

These materials represent the testimony given before the Subcommittee on Domestic and International Scientific Planning, Analysis, and Cooperation in February 1978 on the subject of domestic violence, including issues of battered spouses, family problems, and child abuse. Statements from witnesses appearing before the Subcommittee are provided and deal with the following areas of concern: (1) the impact of family violence of children's behavior and development; (2) the relationship of violence at home to violence in society at large; (3) the development and establishment of state and local resource centers designed to offer medical and psychological assistance for families; (4) difficulties associated with researching the topic of domestic violence; and (5) reviews of some of the current literature and research on domestic violence. (HLM)

Day, Kaaren C. Day, H. D.

Observations of Kindergarten and First Grade Children's Development of Oral Language, Concepts about Print, and Reading Readiness.

Pub Date—78
Note—38p.; Research prepared at Texas Womans University
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Reading, Concept Formation, Kindergarten Children, *Language Development, *Language Skills, Measurement Techniques, Primary Education, *Reading Ability, Reading Instruction, *Reading Readiness, *Reading Research, Syntax
Identifiers—*Oral Language

A study originally involving 56 children from four schools was undertaken to observe the development of children's oral language and concepts of print during the kindergarten year using the Record of Oral Language (ROL) and the Concepts about Print (Sand) tests. In addition, the Sand test was administered early in the first grade to the available original participants, and their scores on the Metropolitan Readiness Test (MRT) given at the beginning of first grade were obtained. The results indicated that the children's performance on the ROL and Sand tests increased significantly across time. Age was not a significant factor for either test; but sex was for the Sand test, with females scoring higher. The syntactical competence of kindergarten children continued to develop as measured by the ROL. The findings suggest that if acquisition of all the concepts of print that are incorporated in the Sand test are necessary for success in formal reading, then many first grade children do not have the necessary cognitive entry behaviors to succeed in formal reading instruction at the beginning of the year. They also suggest that some of the concepts are, or can be, acquired after a child is reading. (FL)

ED 176 385 EA 012 096

Personnel Handbook. Planning for Lutheran Elementary Schools. E04.
Lutheran Church, Missouri Synod, St. Louis, Mo
Pub Date-78
Note-42p.; For related documents, see EA 012 093-105
Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.25; $12.50 per set of 13)
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Qualifications, Administrator Responsibility, *Administrator Role, Elementary Education, Inservice Teacher Education, *Parochial Schools, *Personnel Policy, School Planning, *Teacher Certification, Teacher Evaluation, Teacher Qualifications, Teacher Responsibility, *Teacher Role, Teacher Salaries, Teacher Selection, Volunteers
Identifiers-*Lutheran Elementary Schools

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this handbook focuses on personnel policies for Lutheran elementary schools. Its purpose is to help members of the board of education clarify their expectations of school staff. The publication outlines the role of the Lutheran teacher and principal, including qualifications and assignments. It differentiates between teachers who are eligible for a call (to be considered part of the ministry of the church) and those given only a yearly contract and outlines the practices of several synods. Compensation for staff is discussed and examples of salary schedules are offered. The handbook deals with both church and state certification and lists several synods' requirements for certification. A regular program of teacher evaluation is emphasized and sample evaluation forms are presented. Release of personnel and the role of supporting staff are touched on. A section on teacher professional growth reviews inservice programs, professional days, continuing education programs, seminars, and professional reading. The role of volunteers in the schools is discussed and their tasks, qualifications, and recognition reviewed. (Author/JM)

Delon, Floyd G.

School Officials and the Courts: Update 1979. ERS Monograph.

Educational Research Service, Arlington, Va.
Pub Date-79
Note-98p.
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($10.00)
Pub Type- Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Administrative Personnel, Boards of Education, Collective Bargaining, Contracts, *Court Cases, *Court Litigation, Educational Finance, Elementary Secondary Education, *Federal Court Litigation, Religion, *School Law, Students, Teachers, Torts

This book is the third in a biennial series of school law monographs that was initiated in 1975 by Educational Research Service. These monographs present reviews of 100 recent state and federal court decisions, rendered since 1977, that have particular significance for those who determine educational policy and administer the public schools. Included are case reviews pertaining to each of nine areas: school boards and board members, finance contracts, collective bargaining, administrators, teachers, pupils, religion, and torts. Each review follows a uniform format: (1) the question or questions considered by the court, (2) a summary of the facts, (3) the court's decision, and (4) the author's commentary, including the rationale for the ruling. Because constitutional questions, especially those focusing on the First and Fourteenth Amendments, are involved in many of the cases reported, a brief discussion of the courts' approach to these questions is presented in the first section. (Author/LD)

ED 176 507 EC 120 602

Duke, Elizabeth

Star Power: Providing for the Gifted & Talented. Module 8. Gifted and Talented Students Among Other Educationally Disadvantaged Groups.

Education Service Center Region 13, Austin, Tex.

Pub Date-77

Note-40p.; Due to copyright restrictions the appendixes are not included in the series; Best Available Copy; For related information, see EC 120 594-604

Available from-Education Service Center, Region XIII, 7703 North Lamar Boulevard, Austin, Texas 78752 ($78.00 per set; $8.00)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cultural Differences, *Disadvantaged Youth, Economically Disadvantaged, Elementary Secondary Education, Females, *Gifted, *Inservice Education, Inservice Teacher Education, Resource Guides, *Talented Students, *Teacher Evaluation, Teacher Workshops

Identifiers-*Gifted Disadvantaged, Gifted Handicapped

The document presents Module 8, gifted and talented students among educationally disadvanted groups, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. The goals of this module are to discover the wealth of ability and talent among culturally different, socioeconomically disadvantaged, and female students and to help them develop their potential. Sections include the following: enabling objectives (such as use appropriate methods to locate gifted/talented students among the minorities, the poor, and females); rationale to establish a frame of reference; preassessment tests and evaluation; instructions for scoring the preassessment instrument; activities (which include trying the Torrance Checklist of Creative Positives with at least five students and planning units in Black literature, Mexican American literature, and/or literature by women); and postassessment procedures. (SBH)

ED 176 527 EC 120 775

Maurer, Steven, Comp.

Preparation of Personnel to Serve the Severely and Profoundly Handicapped.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-May 79
Note-987p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF07/PC40 Plus Postage.
Descriptors-*Behavioral Objectives, Behavior Change, Cerebral Palsy, Civil Liberties, Cognitive Development, Communication Skills, *Contingency Management, *Curriculum, Due Process, Elementary Secondary Education, Equipment, Evaluation Methods, First Aid, Individualized Programs, *Inservice Teacher Education, Motor Development, Paraprofessional Personnel, *Parent Education, Play, Safety, *Severely Handicapped, Student Evaluation, Task Analysis, *Teaching Methods

The inservice training package for teachers of severely and profoundly handicapped children consists of six field tested modules. Each module consists of the following components: objectives (general and specific), instructional methodology, instructor materials (lecture notes and transparencies), participant materials (worksheets and handouts), pre- and posttests with answer keys, and a bibliography. Presented are the following modules (subtopics in parentheses): systematic instruction (assessment techniques, task analysis, individualized education programs); curriculum (motor, self help, communication, cognition, play, socialization, and vocational areas); behavior management (accelerating behavior, developing new behavior, decreasing undesirable behavior, transfering and maintaining behavior); physical management (positioning, transfers, management of equipment, self care for the cerebral palsied); parent/professional involvement (family training, community resources, legal [illegible] and due process, paraprofessional training); and health management (health care needs, basic life support, dental care, and emergency care). (CL)

ED 176 571 FL 010 642

Albanian: Basic Course. Volume IV, Lessons 37-46.

Defense Language Inst., Monterey, Calif.
Pub Date-Jan 66
Note-254p.; For related documents, see FL 010 626-628, FL 010 634, and FL 010 637-648
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940
Language-Albanian; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, *Grammar, *Instructional Materials, *Language Instruction, Postsecondary Education, *Second Language Learning, Speech Communication, Translation, Uncommonly Taught Languages, Vocabulary
Identifiers-*Dialogs (Language Learning)

This fourth of ten volumes of audiolingual classroom instruction in Albanian for adult students treats Albanian grammar, syntax, and usage in a series of exercises consisting of grammar perception drills, grammar analysis, translation exercises, readings, question-and-answer exercises, and dialogues illustrating specific grammatical features. A vocabulary list is attached to each exercise. (JB)

ED 176 167 CG 013 768

Hayes, Carolyn

Learned Helplessness and Academic Failure.

Pub Date-79

Note-20p.; Not available in hard copy due to marginal legibility

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Coping, *Disadvantaged Youth, Elementary Secondary Education, *Failure Factors, *Performance Factors, *Self Concept, *Student Teacher Relationship, Teacher Role, Teaching Techniques

Identifiers-*Learned Helplessness

Some individuals more readily develop learned helplessness in the classroom, so it is necessary for the educational system to acknowledge it and develop teaching methods to prevent it. Creating awareness among educators of this condition could greatly decrease its occurrence. Children who have a high risk of developing learned helplessness, especially disadvantaged children, should be evaluated periodically to detect its development before it becomes a serious problem. The experiencing of success by beginning students is important, as well as the development of coping mechanisms to prepare for eventual failures. (Author/LS)

ED 176 298 CS 205 139

Young, Art

Teaching Writing Across the University: The Michigan Tech Experience

Pub Date-Mar 79

Note-9p.; Paper presented at the Annual Meeting of the College English Association (Savannah, Georgia, March 22-24, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Faculty, *Composition (Literary), *Faculty Development, Higher Education, *Inservice Programs, Inservice Teacher Education, *Interdisciplinary Approach, Teaching Techniques

Identifiers-*Writing Across the Curriculum

The teacher-centered writing across the curriculum'' program at Michigan Technological University has as its main thrust to educate teachers from all disciplines in the functions and processes of language, to provide a framework for assistance with pedagogical strategies, and to provide follow-up experiences necessary to create a community of teachers continually cognizant of the relationships between language and learning. The focus of the program is on written language and its four major functions: communication, self-expression, knowing, and values formation. The General Motors Foundation funded week-long institutes for faculty from various disciplines to concentrate on writing and talking about writing for five summers at the rate of two or three institutes a summer. Shorter two-hour workshops on campus throughout the school year and a newsletter network for participating faculty have also been established. Classroom strategies emerging from the institutes suggest maintaining teacher and student journals, using essay questions as effective learning tools in lieu of homework problems, and incorporating revisions of formal papers in the classroom structure before final submission. The general pedagogical principle guiding the program is that students learn to write by writing and rewriting often to serve different purposes and different audiences. (AEA)

ED 176 548 FL 010 520

Verdoodt, Albert

L'universite bilingue (The Bilingual University).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-69

Note-33p.

Language-French

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bilingual Education, *Bilingualism, *College Language Programs, Educational Policy, Educational Research, Higher Education, *Language Instruction, Language of Instruction, *School Surveys, Second Language Learning, Second Languages, *Universities, University Administration

Identifiers-Bilingual Programs

A noticeable trend in higher education is the development of the bilingual university. This study considers a university bilingual if it satisfies one element in the following definition: (1) all courses are given in both languages; (2) a part of the program is in both languages; or (3) all students are required to take some courses in one language and some in the other language. Questionnaires were sent to 222 universities that satisfied the definition. The 105 universities responding to the questionnaire were organized according to the following categories: (1) organized bilingual institutions, that is, those having a person in charge of the organization of bilingualism and requiring all students to know both languages; (2) ``de facto'' bilingual institutions, or those which require knowledge of both languages even though no one is in charge of the bilingualism; (3) unilateral bilingual institutions in which the majority of the courses are given in the language of one of the groups whose members can then easily not become bilingual; and (4) bilingual institutions comprised of ``two solitudes'' in which there is little contact between the two linguistic groups. Of the four types, the first one is in the minority with ten universities represented. Two appendices provide the questionnaires and a list of the universities in each category. (AMH)

Royer, James M. And Others

A Sentence Verification Technique for Measuring Reading Comprehension. Technical Report No. 137.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Contract-400-76-0116
Note-34p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Measurement Techniques, *Reading Comprehension, *Reading Diagnosis, Reading Level, *Reading Research, Sentences, Validity
Identifiers-*Center for the Study of Reading (Illinois)

Two studies were conducted to assess whether a sentence verification technique for measuring reading comprehension was sensitive to reading difficulty of text. A total of 96 students in grades four through six read text passages two grade levels below reading level, at reading level, and two grade levels above reading level and then judged whether original, paraphrase, meaning change, and distractor sentences were the same or different in meaning from sentences in the text. Analysis of the proportion of correct responses and of scores based on a criterion-free measure of response accuracy indicated that the technique was sensitive to text difficulty. The sentence verification technique has a number of possible uses in such areas as development of instructional materials, reading diagnosis, and comprehension measurement in experimental research. It has an advantage over other comprehension measurement techniques popularly used in standardized testing in that it is not influenced by inferential reasoning ability or general world knowledge. (GT)

ED 176 342 CS 502 597

Newman, Robert P.

The Criticism of Foreign Policy Argument.

Pub Date-Jul 79
Note-14p.; Paper presented at the Speech Communication Association/American Forensic Association Summer Conference in Argumentation (Alta, Utah, July 26-29, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Critical Thinking, *Decision Making, *Foreign Policy, *International Relations, *Persuasive Discourse, Values

This survey of the state-of-the-art of research in international relations suggests that principles of sound argumentation can apply to major decisions in foreign policy. An analysis and critique of policy arguments regarding the Cuban Missile Crisis, the China-Korea-Vietnam embroilment, and the reestablishment of diplomatic relations with mainland China are presented to point out the significance of value premises and the disregard for cogency and rationality in foreign policy decision making. (AEA)

ED 176 364 EA 012 039

Fris, Joe

Toward the Prediction of Events in Teachers' Contract Negotiations.

Pub Date-Mar 79
Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, March 8-12, 1979); Some figures may be marginally legible
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Collective Bargaining, Foreign Countries, Moral Values, Professional Recognition, Teacher Administrator Relationship, *Teacher Attitudes, *Teacher Militancy, Teacher Participation, Teacher Responsibility, Teacher Strikes, Teaching Conditions
Identifiers-*Alberta

This study attempted to formulate a method of assessing teachers' affective states that can predict the course of teacher contract negotiations. Researchers attempted to analyze and quantify teachers' feelings of professional role deprivation (PRD) and attitudinal militancy and to assess the relationship between the two. Professional role deprivation was defined as the discrepancy between desired and achieved professional status. Questionnaires were used to assess attitudes of Alberta (Canada) teachers in 1977-78. Results indicated that a higher level of PRD in regard to recognition for teaching and responsibility for fostering high standards is associated with increased receptivity to political activism. It was also found that a higher level of PRD in regard to control over working conditions is significantly associated with increased receptivity to the use of political activism and strikes during negotiations. A major conclusion was that in 1977 there was very little attitudinal militancy among Alberta teachers. Support was also found for the theory that higher PRD is correlated with a more supportive attitude toward militancy. The matters on which larger amounts of PRD were registered are largely controlled by the provincial department of education. The research has yet to determine how the PRD and attitudinal militancy found were related to actual negotiations proceedings. (Author/JM)

ED 176 430 EC 120 114

Educational Methods for Deaf-Blind and Severely Handicapped Students. Volume II.

Texas Education Agency, Austin. Div. of Special Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Apr 79
Note-210p
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Auditory Evaluation, *Cognitive Development, *Communication (Thought Transfer), Daily Living Skills, *Deaf Blind, *Motor Development, Prevocational Education, Self Care Skills, *Severely Handicapped

The book presents 17 papers originally presented at a 1978 Texas conference on educational methods for deaf-blind and severely handicapped students, covering the areas of motor development, auditory assessment and hearing loss, communication, cognition, prevocational training, and functional living skills. Titles and authors include An Overview of Normal and Abnormal Motor Functioning Implications for Educational Programing'' (C. Stone), Motor Development and Programing for the Deaf Blind, Severely/Profoundly Handicapped Child'' (B. Rowe), Some Aspects of Gross Motor Development'' (M. Dodd), Auditory Assessment'' (B. Franklin), Use of Impedance Measures to Predict Sensor-Neural Hearing Loss'' (D. Harris), Early Evaluation and Diagnosis of Hearing Loss and its Management'' (M. Downs), Auditory Perception and Training'' (H. Weiner), Beginning Communication Presymbolic Skills with Multihandicapped Children'' (J. Burton), Language Activities for the Higher-Functioning Deaf-Blind Children'' (F. Carlson), Communication Training for the Deaf-Blind'' (J. Cooper), The Development of Thinking'' (H. Furth), Application of Concepts of Sensorimotor Development to Cognitive Development of Deaf-Blind Children'' (C. Robinson), A Prevocational Perspective Maximizing all Aspects of Adjustment'' (F. Simpson), Prevocational Programming Panel Discussion'' (Aaron et al), Teaching Self-Help Skills A Developmental Approach'' (P. Russell), The Problems of the Child with Cerebral Palsy and its Relationship to Classroom Learning'' (R. Haebig), and How to Plan and Implement Feeding Programs for Multihandicapped Children'' (P. Metcalf). (DLS)

ED 176 488 EC 120 545

Wisconsin Monographs on Education of the Gifted and Talented. Monographs 1-4.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WSDPI-Bull-8247; WSDPI-Bull-8248; WSDPI-Bull-8249; WSDPI-Bull-8250
Pub Date-78
Note-36p
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Definitions, *Gifted, *Instructional Staff, *Parent Participation, *Program Development, *Talented Students, *Talent Identification
Identifiers-Wisconsin

These four monographs on the education of the gifted and the talented were prepared by the Wisconsin Department of Public Instruction. Monograph #1 addresses the questions of who the gifted and talented are and why they need special programs. Monograph #2 concerns staff involvement, and covers such topics as staff development, the role of the specialist-coordinator, teacher selection, the role of administration, the regular classroom teacher, support staff, and communication. Monograph #3, on parent involvement, concentrates on forming action groups such as the Wisconsin Council for the Gifted and Talented, which is dedicated to fostering a climate in the home and school that allows each child to reach his or her fullest potential. Also covered in this monograph are meeting individual needs and promoting community awareness. Monograph #4 discusses starting a program for the gifted and talented, and addresses itself to such aspects as program development, identification, student needs assessment, and counseling. (DLS)

ED 176 168 CG 013 769

Erpenbach, William J. Perrone, Philip A.

The Wisconsin Alternative School Counselor Preparation Program: An Evaluation.

Wisconsin State Dept. of Public Instruction, Madison.
Report No.-WSDPI-Bull-7209
Pub Date-Dec 76
Note-89p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Counselor Certification, *Counselors, *Counselor Training, *Educational Alternatives, Elementary Secondary Education, Empathy, Field Experience Programs, *Internship Programs, *Teaching Experience

A long-standing debate within the school counseling profession concerns requiring previous teaching experience as a prerequisite to certification for school counselors. Advocates of the teaching requirement argue that it is necessary for counselors to understand and empathize with classroom teachers. Opponents, although they agree with a need for school orientation and experience, feel that teaching is not the only valid way to develop these skills. However, until Wisconsin changed its laws in 1968 to permit the substitution of a one-year counseling internship, it was almost impossible to resolve this debate. Nationally, most states still require teaching experience. In contrast, the counseling profession itself in moving toward reducing but not eliminating the requirement, despite the emotional support by many counselors of the requirements. The Wisconsin internship program permitted an empirical study of an alternative to teaching experience. While further study may be required to satisfy "diehard" proponents of teaching experience, the program was a definite success. To aid other states in following the pattern set by Wisconsin in changing certification requirements, the historical background and subsequent state procedures followed in the implementation and development of the internship program may serve as a model. (LS)

ED 176 255 CS 005 038

Schick, George B., Ed. May, Merrill M., Ed.

The Psychology of Reading Behavior; Eighteenth Yearbook of the National Reading Conference.

National Reading Conference, Inc.

Pub Date-69

Note-267p.; Proceedings of the National Reading Conference (18th, Los Angeles, California, December 5-7, 1968)

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Elementary Secondary Education, Foreign Countries, Grammar, Higher Education, Language Skills, *Measurement Techniques, *Psychology, Readability, Reading Diagnosis, Reading Difficulty, *Reading Improvement, *Reading Instruction, Reading Programs, *Reading Research, Reading Tests, Teacher Attitudes

Identifiers-*National Reading Conference

Focusing on the psychology of reading behavior, the 36 articles in this volume were drawn from the eighteenth annual meeting of the National Reading Conference held in 1968. Among the topics discussed in the articles are the following: eye movement, the psychology of reading behavior, reading improvement, reading tests, reading research, leisure reading habits of female teachers and other women of the same social status, an athletic department reading and study skills program, and American Language Skills Course,'' linguistic assumptions and reading instruction, areas of confusion in the development of a science of reading, the relationship of college reading programs to educational counseling, rate controlled speech and listening comprehension, grammatical sense as a factor in reading comprehension, educational implications of research in RNA and DNA, student reading interests, the phonics skills of teachers and teacher education students, the readability levels of adult magazine materials, dyslexia, adult literacy, an informal reading inventory for the blind, behavior modification, assessing skimming and scanning skills improvement, the publisher's role in the evaluation of materials, and junior college reading programs. (FL)

ED 176 277 CS 205 102

De Mott, John

Analysis of a Libelous Communication: Learning from Today's Events.

Pub Date-Aug 79

Note-8p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), Higher Education, *Journalism, *Journalism Education, *Legal Problems, *Mass Media, *Teaching Techniques

Identifiers-*Libel

In discussing the teaching of communications law, this paper presents a teaching technique for helping students apply the abstract principles of libel law to real situations by having them discuss an item from a mass publication that is defamatory toward some individual or organization. After presenting a series of questions to be discussed, the paper provides an illustration of how one student analyzed and discussed a libelous article. (TJ)

ED 176 449 EC 120 451

Nesbitt, John A.

Expanding Horizons in Commercial Recreation for Disabled People.

Special Recreation, Inc., Iowa City, Iowa.
Pub Date-2 May 79
Note-29p.; Conference Working Paper presented at the National Conference on Commercial Recreation and Disabled People (Washington, D.C., May 2, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Architectural Barriers, Community Resources, *Handicapped, *Handicapped Children, Normalization (Handicapped), *Recreation, *Recreational Facilities, Recreational Programs
Identifiers-*Commercial Recreation

Based on a presentation given at the 1974 National Conference on Commercial Recreation for Disabled People, the paper examines the role of commercial recreation in the lives of the handicapped. Examples of commercial recreation enterprises are listed for equipment, goods and products; recreation centers, services, and schools; entertainment; activity facilities; and travel and tourism. The author suggests that there is an upsurge in recreation's involvement with the handicapped. Among potential problems listed for commercial recreation are negative attitudes, communiction problems, and concerns over illness and medical problems. The author suggest ways to follow up the conference and encourage normalization. Among five appendixes are sample conference worksheets and a checklist of commercial recreation accessibility. (CL)

ED 176 572 FL 010 643

Albanian: Basic Course. Volume V, Lessons 47-54.
Defense Language Inst., Monterey, Calif.
Pub Date-Jan 66
Note-235p.; For related documents, see FL 010 626-628, FL 010 634, and FL 010 637-648; Tapes accompany the text
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940
Language-Albanian; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, *Grammar, *Instructional Materials, *Language Instruction, Postsecondary Education, *Second Language Learning, Speech Communication, Translation, Uncommonly Taught Languages, Vocabulary
Identifiers-*Dialogs (Language Learning)

This fifth of ten volumes of audiolingual classroom instruction in Albanian for adult students treats Albanian grammar, syntax, and usage in a series of exercises consisting of grammar perception drills, grammar analysis, translation exercises, readings, question-and-answer exercises, and dialogues illustrating specific grammatical features. A vocabulary list is attached to each exercise. (JB)

ED 176 009 CE 019 133

Stewart, Ellen A. Colby, Pamela G.

A Prescriptive Catalog of Instructional Materials Recommended for Use in the Job Survival Skills Program of the California Youth Authority.

American Institutes for Research in the Behavioral Sciences, Los Angeles, Calif.

Spons Agency-California State Dept. of the Youth Authority, Sacramento.

Pub Date-Apr 77

Note-121p.; Not available in paper copy due to thin and broken type; For related documents see CE 019 147 and CE 019 178

Pub Type- Reports - Research (143) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum Development, *Delinquents, *Evaluation Criteria, Evaluation Methods, Information Seeking, *Instructional Materials, *Job Skills, *Media Selection

Identifiers-California Youth Authority

A project was conducted to collect, summarize, and evaluate instructional materials for use in the job survival skills program of the California Youth Authority. The materials sought were those which focused on any or all of eight general skill categories within the scope of job survival (e.g., seeking a job, maintaining a job). Two methods of searching for and collecting materials were used: (1) identification and contact of 180 commercial publishers of career education materials, and (2) a nomination form, which is sent to state agencies responsible for processing and rehabilitation of youth offenders, asking for the nominations of job survival programs, methods, and materials. The materials received were reviewed by the use of a criterion checklist. (Included in the document is a list of all materials submitted for review and evaluation and the annotations of recommended materials scoring fifty-five points or more on the checklist. The criterion checklist is contained in the appendices). (JH)

ED 176 028 CE 021 321

Edsall, Al Kyros, William

Proposed Conceptual Design for the Instructional Support System for Occupational Education Reporting System.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Pub Date-Jan 77

Note-39p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cost Effectiveness, Data Collection, Educational Planning, *Information Processing, *Information Systems, *Job Skills, Program Descriptions, Secondary Education, *Student Records, *Vocational Education

Identifiers-*Comprehensive Instructional Management Systems, *Instructional Support Systems

This paper proposes concepts for the data inputs and informational outputs for the Instructional Support System for Occupational Education (ISSOE), which is a subsystem of the Comprehensive Instructional Management System for Occupational Education (CIMS/OE) currently being developed by the New York State Education Department for the purpose of collecting data to support educational managers in their planning and decision-making functions. The first section provides an overview of CIMS/OE and relates ISSOE to the other subsystems. Next, the two types of informational outputs are described in terms of student output information (including the student's progress record, achievement level reports, and employability profile) and program output information (covering data for cost-benefit and cost-effectiveness analyses). The types of input data are explained in the third section as follows: (1) the program classification system consisting of U.S. Office of Education codes and the classification of programs as single, multiple, or clustered student groups; (2) the skills the students learn and the proficiency level they achieve which is indicated by a numerical quality score; and (3) employability profiles for students. Appendix A shows examples of student output records while Appendix B discusses normative data for criterion-referenced tests. (ELG)

ED 176 047 CE 021 894

Trent, E. Roger And Others

Modifying Attitudes toward Sex Stereotypes in Vocational Education (MASSIVE). Final Report.

Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 79
Grant-G007701967
Note-98p.; Some appendix pages will not reproduce well due to small print
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Attitudes, *Attitudes, Attitude Tests, *Career Choice, *Changing Attitudes, Counselor Attitudes, Cultural Factors, *Educational Research, Labeling (of Persons), *Sex Stereotypes, Social Attitudes, Stereotypes, Teacher Attitudes, Vocational Education
Identifiers-*Project MASSIVE

Purposes of this study included constructing a self-administered measure of bias in sex role stereotypes and developing a self-intervention, self-confrontation manual to reduce the impact of these stereotypes on career choices. One hundred six items, representative of thirty-two stereotypes, were administered to 154-item tryout participants. A study was conducted to determine if the intervention manual reduced bias as measured by the survey. An experimental comparison group, time series design was used. Two hundred three volunteers were assigned randomly to an experimental or control group. Both groups were pretested and posttested with the survey. Only the experimental group received the treatment. Although the two groups performed about equally on the pretest, the experimental group's posttest bias scores were significantly lower. The differences were greater for males. On the pretest, males in each group were significantly more biased than females. On the posttest, there were no significant sex differences in the experimental group, but control males scored significantly higher than control females. The data generally supported the conclusion that the intervention strategy worked for this sample. Suggestions included constructing additional activities related to male stereotypes and adapting the materials for use by persons other than educators. (Author/LRA)

ED 176 066 CE 022 247

Lake Geneva Schools Career Education Plan.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WSDPI-Bull-9483
Pub Date-May 78
Grant-G007700898
Note-324p.; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Articulation (Program), *Career Education, Delivery Systems, *Educational Needs, *Educational Objectives, *Educational Planning, Elementary Secondary Education, Guidance Programs, Instructional Materials, Language Instruction, Needs Assessment, Program Validation, Science Education, Social Studies
Identifiers-*Wisconsin (Lake Geneva)

The Lake Geneva career education plan for K-12 was developed when Lake Geneva was chosen as a validation site for the Wisconsin State Plan for Career Education. Modifications were made in the state plan to adapt it for use on the local level. The plan calls for the integration of career education into existing instructional programs and guidance and counseling. The plan incorporates the findings from a needs assessment survey, which was conducted in the school district, in a series of needs statements. Based on these statements, five goal statements are included. Since realization of the goals depends on the effectiveness of the delivery system, the plan provides for its implementation, monitoring, and updating. The problems of occupational sex stereotyping and the needs of special populations are also included. Other considerations, such as resources and materials and dissemination plans, are covered, as well as the program budget. (The appendixes contain the questionnaires used in the needs assessment; the instructional components for K-6 social studies, grades 7 and 8 science, grades 9-12 foreign languages; and the guidance and counseling components.) (ELG)

ED 176 086 CE 022 636

Hinely, W. H.

Development of an Evaluation Model for Competency-Based Instruction. Final Report, July 1, 1978 through June 30, 1979.

Florida State Univ., Tallahassee.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-79
Note-122p
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Individualized Instruction, Measurement Instruments, *Models, *Performance Based Teacher Education, *Program Evaluation
Identifiers-Concerns Based Adoption Model, Florida Approach to Competency Based Teaching, Stake Evaluation Model, Stufflebeam Model

A project was conducted to adapt or develop and field-test an evaluation model for competency-based education, using Florida's Approach to Competency Based Individualized Teaching (FACIT) teacher-training materials for model development and field testing. Because of problems with the production of the FACIT materials, the field test of an evaluation model could not be carried out. Instead, the project sought a model that could be easily adapted to the evaluation of any competency-based program. To meet this revised goal, an in-depth literature review of evaluation models for competency-based programs was undertaken, using a set of criteria that would satisfy the requirements of program description and evaluation. As a result of this review, the Stufflebeam model was identified as one that would provide comprehensive guidelines for planning the evaluation of competency-based programs. This model, however, did not provide sufficient guidance in the description of programs to be evaluated. Therefore, the project developed program-description guidelines that incorporated elements of the Stake evaluation model and the Concerns-Based Adoption Model. (Appendixes to this report provide information about evaluation questions and contain various instruments that can be used in evaluating competency-based programs.) (Author/JH)

Jason, Leonard A.

Behavioral Consultation to Community Self-Help Organizations.

Pub Date-Jun 79
Note-17p.; Paper presented at the Annual Convention of the Association for Behavior Analysis: International Organization (5th, Dearborn, Michigan, June 16-19, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Counseling, *Community Action, *Community Involvement, Comprehensive Programs, *Cooperative Planning, *Intervention, Program Evaluation, *Psychologists, *Self Help Programs, Social Psychology, Standards

A high priority area for behavioral community psychologists involves working to strengthen informal support systems within communities. A collaborative effort between a community group and academic based psychologists focusses on a community problem dog litter in an urban area. An original demonstration project was used to influence the political process (i.e., a dog ordinance), and served as an entry vehicle for working with the community group. Over a nine-month period, community members identified the target issue and supplied personnel to mount the dog interventions.'' The University group provided guidance, support and expertise in planning and evaluating the intervention. In introducing evaluation, community members needed to be apprised of potential benefits in evaluating the project and the importance of standardized procedures, comprehensive training sessions and supervision. Potential advantages and disadvantages in collaborating with community groups are discussed. (Author)

ED 176 321 CS 205 180

Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-16p
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Youth, *Child Language, Doctoral Theses, Elementary Secondary Education, Higher Education, Language Ability, *Language Development, Language Handicaps, *Language Research, Language Skills, *Language Usage, Preschool Education, Sex Differences, *Speech Communication, Syntax, Verbal Communication

Identifiers-*Oral Language

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles deal with the following topics: sex appropriate and sex inappropriate language; lexical retrieval and perceptual errors; naming deficits in anomia and aphasia; developmental discourse; pragmatic information and contextual variation; identification of oral communication skills in children; syllabication and syllable structure in child language; growth of word meaning during middle childhood; children's responses to various levels of questions; temporal parameters within the speech signal applied to speaker identification; preschool children's awareness of function words as separate units in aural language; the vernacular lexicon of both black and white students in relation to rock music; formal operations and syntactical complexity in adult women's oral language; creative oral language in preoperational and concrete operational first grade students; children's questions and explanations; cognitive development, language acquisition, and the development of conditional reasoning in children; functions of preschool children's private speech; children's prior nonverbal color concepts and the learning of color words; sex differences in the development of verbal social responses; language experiences and activities in the home; children's explanations of word similarities in relation to word knownness; and the effect of language on young children's logical thought. (FL)

Donohue, Joseph

New Horizons for Research in Theatre History.

Pub Date-Aug 79
Note-14p.; Paper presented at the Annual Meeting of the American Theatre Association (New York, New York, August 12-15, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Programs, Data Collection, *Data Processing, Drama, *English Literature, *Historiography, History, Information Storage, Literary History, *Nineteenth Century Literature, Primary Sources, Research Problems, *Research Projects, *Theater Arts

The unparalleled residue of unsifted primary materials relating to the nineteenth century London theater present tremendous opportunities and challenges for theater historians. The histories of individual London theaters may be studied for insights into changes that distinguished nineteenth century theater from that of the eighteenth century; and an examination of nineteenth century drama provides vital evidence of London life of that period. But because the massive numbers of materials available afford only fitful glimpses of the total reality they represent, a systematic effort is needed for a new, quantitative form of scholarship in artistic and cultural history. A research project begun in 1972 and now titled ``The London Stage 1880-1900: A Documentary Record and Calendar of Performances'' encompasses a number of projects, including production of a calendar of stage performances, a census of theater archives, a directory of plays, a bibliography of nineteenth century English drama, and a biographical dictionary. A set of computer programs called INFOL-2 has been used for storing records sequentially and has proved satisfactory despite its limitations in processing information that needs to be stored in nested hierarchical relationships. The research project has pointed up the need to explore thoroughly the dimensions of the research task, from the standpoint both of gathering materials and of putting them into useful forms. (GT)

Recruitment, Public Relations, Transportation. Planning for Lutheran Elementary Schools. E05.

Lutheran Church, Missouri Synod, St. Louis, Mo.
Pub Date-78
Note-35p.; For related documents, see EA 012 093-105
Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.00; $12.50 per set of 13)
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Parochial Schools, Program Development, *Public Relations, School Planning, School Policy, School Role, *Student Recruitment, *Student Transportation
Identifiers-*Lutheran Elementary Schools

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this publication focuses on recruitment, public relations, and transportation policies in Lutheran elementary schools. It is intended as a way of sharing successful policies with those interested in beginning a new school and to help established schools evaluate their present policies. The handbook begins with the definition of the school's purpose that is necessary before recruitment of students can occur and promotional goals can be formulated. Recruitment procedures are outlined that are intended to be helpful to enrollment planning committees but not intended to serve as complete step-by-step guides. Public relations activities are discussed as a means of promoting goodwill between the school and its parish and communities. The transportation program is dealt with as a key factor in parents' decisions to enroll their children in the school. Steps in developing a transportation program are reviewed. Included in a resources section are a congregation profile sheet, a sample school survey letter and questionnaire, and a sample transportation survey form. (JM)

ED 176 407 EA 012 135

City School Policy.

City School Policy Committee, Portland, Oreg.

Pub Date-Jun 79
Note-34p.; For related documents, see ED 168 194-195
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, City Government, *City Wide Programs, Educational Policy, Elementary Secondary Education, *Equal Education, Fine Arts, Government Publications, *Government School Relationship, Human Services, Public Facilities, Recreational Facilities, Safety, School Closing, Traffic Safety, Youth Employment
Identifiers-City Policy, *City School Relationship, *Portland School District OR

This city school policy is intended to provide a definition of the relationship between Portland, Oregon, and the Portland Public Schools. The city's responsibility for education lies in city programs that affect the public schools. Four themes run through the publication, including rejuvenation and maintenance of city neighborhoods, best use of public facilities, efficient delivery of human services, and protection of past investments in schools, parks, and homes, by assuring the wisest use of public funds. Particularly, the policies deal with equal access to education, school closures, facility use, parks and recreation, human services, youth employment, safety, the arts in education, and city services. Each chapter discusses goals, specific objectives, background, and rationales regarding each policy area. The document is intended for city staff people, city managers, school board members, school staff, and city residents. It is a revision of the earlier document "City School Policy, Discussion Draft." (Author/JM)

ED 176 470 EC 120 518

SER-LARS, Volume 4. Learning Objective History III. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-76

Contract-OEC-0-74-7892; OEC-2-70-0051

Note-700p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF04/PC28 Plus Postage.

Descriptors-Adapted Physical Education, Art, *Behavioral Objectives, Daily Living Skills, *Diagnostic Teaching, Eating Habits, Elementary Secondary Education, Evaluation Methods, *Handicapped Children, Hygiene, Instructional Materials, Motor Development, Music, Objectives, Prevocational Education, Safety, Self Care Skills, Self Concept, Social Development, Teaching Methods, Vocational Education

Identifiers-SER LARS (Information System)

The fourth volume in the SER-LARS (Special Education Resources Location Analysis and Retrieval System) series, a diagnostic-prescriptive instructional data bank for teachers of handicapped children, presents a continuation of learning objectives organized by content descriptions. Entrees give a history of the use of each objective along with information on instructional materials, instructional methods, and objective referenced measures which were reported by users in prescriptions directed toward that objective. Objectives are presented for the following content areas (sample subtopics in parentheses): gross motor development (balance, flexibility); fine motor development (manual dexterity); adaptive physical education; swimming; toileting; feeding/eating; drinking; grooming; oral hygiene; nasal hygiene (blowing, wiping); clothing care; safety; dressing; prevocational skills (stapling, stuffing); vocational skills (babysitting, food service); activities of daily living; art (self expression); music; facts about self (body parts, sex identification); and social interaction (affective display, rules). Also included in the volume is information on objective referenced measures (number coded) which describes a way of measuring those objectives for which tests have not previously been available. (CL)

ED 176 508 EC 120 603

Mallis, Jackie Heinemann, Alison

Star Power: Providing for the Gifted & Talented. Module 9. Programs for the Gifted/Talented.

Education Service Center Region 13, Austin, Tex.
Pub Date-78
Note-121p.; Due to copyright restrictions the appendixes are not included in the series; Best Available Copy; For related information, see EC 120 594-604
Available from-Education Service Center, Region XIII, 7703 North Lamar Boulevard, Austin, Texas 78752 ($78.00 per set; $10.00)
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Elementary Secondary Education, *Gifted, *Inservice Education, Inservice Teacher Education, *Program Development, *Program Planning, Resource Guides, *Talented Students, *Teacher Evaluation, Teacher Workshops

The document presents Module 9, programs for the gifted/talented, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the modules can be used for independent study, for small group interaction, or for a large group inservice program. The document is divided into six sections covering the following procedures: laying the foundation (which includes becoming familiar with the reasons for making special provisions for the gifted/talented; surveying the local situation (which involves understanding the steps involved in planning a gifted/talented program); planning the program (which involves realizing the procedures needed to establish and implement an effective program); selecting teachers and planning staff development (which involves discovering the traits which are shared by successful teachers of the gifted/talented); evaluating the program; and funding the program. Each section reports enabling objectives, rationale, activities, preassessment questions, and preassessment evaluation procedures. A final note on postassessment is given. (SBH)

ED 176 528 EC 120 382

Wedge, Robert F.

A Review of the Literature on the Early Identification of Delinquent-Prone Children.

California State Dept. of the Youth Authority, Sacramento.

Pub Date-Jan 78

Note-60p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Delinquency, Exceptional Child Research, *Identification, Intervention, Labeling (of Persons), *Prediction, *Predictive Measurement, Predictor Variables, *Prevention, Research Methodology, Teacher Role

The paper reviews research on the early identification of delinquent-prone children and considers the role of prediction in developing effective delinqency prevention programs. Among issues addressed are definitions of delinquency, theories on causation, and the role of prediction in criminology. Pros and cons of prediction are examined. Among negative issues considered are invasion of privacy and justice, cost, and labeling. Prediction methodology is analyzed, and implementation factors (what to predict, how to predict, when to predict, and what to do as a result of prediction information) are discussed. The role of the teacher in predicting delinquency is addressed. Recommendations are made concerning the development of intervention programs in the public schools. (CL)

FL

ED 176 105 CE 022 730

Bergsten, Urban

Experiences from Work and Leisure Related to Adult Education.

Spons Agency-National Swedish Board of Education, Stockholm.

Pub Date-Jun 79

Note-22p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioral Development (5th, Lund University, Sweden, June 25-29, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, *Educational Interest, Educational Research, Expectation, Interviews, Job Satisfaction, Learning Motivation, *Leisure Time, *Relationship, *Work Experience

Identifiers-Sweden, Valence Theory

A Swedish study was conducted to examine how the experiences of work and leisure affect expectancy and valence in relation to interest in participating in adult education. A cross sectional sample of 945 persons with short previous formal education was interviewed. The results indicated the existence of an integrated relationship between work and leisure. With respect to social and cultural'' activities, the amount of activity during leisure time appeared to be positively related to work satisfaction. Furthermore, the satisfaction derived from leisure time activities was positively related to work satisfaction. The interest in adult education for the present job was positively related to work satisfaction. The opposite relationship was found between interest in adult education for a new job and work satisfaction. With respect to non-work-related adult education, the educational interest exhibited a neutral relationship to work satisfaction. It was concluded that parallel to the reforms in society aiming at removing obstacles which prevent people from taking part in adult education, necessary steps must be taken in order to eliminate the factors in the work role that shape the person's experiences and behavior during non-working time into powerlessness, resignation, and social isolation. (Author/JH)

ED 176 192 CG 013 796

Wishon, Phillip And Others

Play Equipment Utilization and Its Effects on Peer Social Interaction For an Asocial 4-Year Old Female Subject.

Pub Date- 78
Note-33p.; Figure 1 of marginal legibility; Best copy available; Paper presented at the Annual Convention of the Association for Behavior Analysis: International Organization (5th, Dearborn, Michigan, June 16-19, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anti Social Behavior, *Child Development, *Children, Childrens Games, Interpersonal Competence, Intervention, *Peer Relationship, *Play Therapy, Preschool Education, *Reinforcement, Teacher Influence, Toys

Teacher reinforcement of indoor play equipment utilization was employed as a procedure to increase the peer social interaction of an asocial four-year-old female child. Touching peers, using peers' names, verbalizations, solitary or parallel manipulation, cooperative construction, and cooperative thematic play were dependent variables. Treatment phases were effective in increasing the behaviors with an accompanying reduction in the child's duration of solitary or parallel manipulation. Reinforced play intervention appears to be an effective means of increasing social interaction among preschoolers. (Author/BEF)

ED 176 213 CS 004 953

McCabe, Patrick P.

Case Relationships in the Creative Oral Language of Preoperational and Concrete Operational First Graders.

Pub Date- 77
Note-21p.; Research prepared at Hofstra University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Case (Grammar), Child Development, *Child Language, *Cognitive Development, *Developmental Stages, Discourse Analysis, Grade 1, *Language Development, *Language Patterns, Language Research, Language Usage, Primary Education, Story Telling
Identifiers-*Oral Language

The creative oral language elicited from 45 preoperational and 40 concrete operational first grade students was analyzed to study the relationship between cognitive development and the types of case relationships produced. Each child's language was analyzed for eight noun/verb relationships, including state, process, action, experience, location, direction, duration, and instrumentals. The findings indicated that the type of language a child produces is limited by the child's cognitive capacity. The preoperational youngsters produced more static language because they were functioning with static and immobile thought. The concrete operational subjects, on the other hand, were more used to operating with dynamic thought processes, so their language reflected a more dynamic nature, such as the increased production of extranuclear sentence elements like locatives, ablatives, durations, and instrumentals. (RL)

ED 176 278 CS 205 103

Meyers, Richard And Others

Group Composing: A Classroom Technique.

Pub Date-Mar 79
Note-17p.; Paper presented at the Annual Meeting of the National Conference on Remedial/Developmental Studies in Post-Secondary Institutions (3rd, Chicago, Illinois, March 14-16, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, *Composition (Literary), *Group Activities, Higher Education, *Self Directed Groups, Student Writing Models, Teaching Techniques
Identifiers-Composition Process

The Academic Foundations Department at Rutgers University developed an alternative method for encouraging writing that allows the students to work together in small groups. This method, called group composing, has many advantages: it is process-oriented rather than product-focused; it allows students to become aware of the options available to them as writers, to solve for themselves the puzzles of written expression by seeing the results of a number of different strategies; and it provides a new setting for composing by eliminating the teacher-directed composition class and replacing it with a student-centered learning atmosphere. The group composing process begins when students individually write sentences related to a given topic sentence. The students then meet in small groups, where they develop those independently generated thoughts into a unified, coherent paragraph. This sharing of ideas in small groups eliminates the solitude of the composing experience that so often inhibits and intimidates students' initial efforts to write on a topic. Group composing also gives student writers needed experiences as both writer and audience, whereby they learn to consider the needs of others when expressing ideas. (A brief history of how group composing developed at Rutgers and examples of student work within the process are included.) (RL)

ED 176 124 CE 022 816

Stevenson, Bill W. And Others
Improving Vocational Education Evaluation. Case Studies of Four States.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-79
Contract-300-78-0032
Note-298p.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Background, *Delivery Systems, Evaluation Methods, *Problem Solving, *Program Evaluation, Program Improvement, *State Programs, Technical Assistance, *Vocational Education
Identifiers-Alabama, California, Colorado, Maine

This report is a case study of a technical evaluation assistance project in each of four states: Alabama, California, Colorado, and Maine. (The project activities in each state included the following: becoming acquainted with the vocational education delivery system and methods of evaluation; identifying problems associated with the evaluation effort; presenting the state with alternative solutions for each problem; and observing the implementation of the selected alternatives and results.) For each state the historical and contextual setting is presented as a background to the description of the particular vocational education system and the vocational evaluation system. The final section on each state contains an analysis of the problems in the state's evaluation system. (JH)

ED 176 235 CS 005 008

Spiro, Rand J.

Prior Knowledge and Story Processing: Integration, Selection, and Variation. Technical Report No. 138.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 79

Contract-400-76-0116

Note-41p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Discourse Analysis, *Memory, *Reading Processes, *Reading Research, *Recall (Psychological), Semantics

Identifiers-*Center for the Study of Reading (Illinois), *Schemata

Psychological research concerning several aspects of the relationship between existing knowledge schemata and the processing of text is summarized in this report. The first section is concerned with dynamic processes of story understanding, with emphasis on the integration of information. The role of prior knowledge in accommodating parts of stories received at different times to each other is illustrated, and schema change and schema maintenance as a basis for integration are considered. The second section emphasizes characteristics of prior knowledge as determinants of selectivity in memory. The issues discussed include: the expected future derivability of information, the degree of constraint provided by schemata, and the performance biases produced by attitudes. The third section investigates variability in the employment of schema-based processing. Among the factors shown in this section to affect the relative utilization of schemata in understanding stories are characteristics of texts and reading tasks and differences between individuals in discourse processing styles. Finally, future directions for schema-theoretic research are suggested. (FL)

ED 176 299 CS 205 140

Lyman, Elizabeth

Teaching Grammar and the Communications Skills.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Meeting of the Western College Reading Association (12th, Honolulu, Hawaii, April 7-10, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American English, *Communication Skills, Composition (Literary), *English Instruction, *Grammar, Higher Education, Learning Theories, Secondary Education, *Traditional Grammar, *Transformation Generative Grammar

A review of the various grammatical traditions from traditional grammar through structural linguistics to transformational grammar points out that traditional and transformational grammar are neither mutually exclusive nor entirely contradictory. Implications drawn from modern inquiry include the necessity for reading and writing teachers to guide students in their search for the meaning that underlies linguistic surface expression rather than to demand that students learn the rules that regulate those expressions. Teachers need a consistent philosophy of meaning and an understanding of its expression through language to produce good writers and an effective program of learning. (AEA)

ED 176 450 EC 120 452

Steinfeld, Bradley I.

Teaching an Autistic Child Receptive Labels: A Comparison of Two Types of Extra-Stimulus Prompting Procedures.

Pub Date-Jun 79

Note-16p.; Paper presented at the Annual Association for Behavior Analysis Convention (5th, Dearborn, Michigan, June, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Autism, Cues, Early Childhood Education, Exceptional Child Research, *Prompting, *Receptive Language, Stimulus Behavior

The effectiveness of two extra-stimulus prompting procedures was compared in teaching receptive labels to a 3 year old autistic boy. One prompting procedure was used exclusively by the treatment center the child attended and was similar to extra-stimulus prompts used in previous studies. The procedure involved alternating unprompted trials of a verbal command and physically prompted trials of a verbal command. The second procedure, a modified extra-stimulus prompt, involved the initial presentation of only physical prompts without a verbal command and then the verbal command was faded in while the prompt was faded out. The S acquired a receptive label with each procedure, but he made fewer errors with the modified extra-stimulus prompting procedure. When the verbal command used with each prompting procedure was randomly presented immediately after training and 3 weeks later, the child's accuracy of responding to the verbal command used with the modified extra-stimulus prompting procedure was greater than to the verbal command used with the other extra-stimulus prompting procedure. (Author/CL)

ED 176 489 EC 120 546

Cook, J. J.
Follow-Up Study of the Visually Impaired 1976. Monograph No. 5: Program Accountability in Special Education.
Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-76
Grant-594149-74; D007600050(449)
Note-30p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adjustment (to Environment), *Attitudes, Curriculum, Economic Status, Employment, Occupations, Personal Adjustment, *Program Evaluation, *Quality of Life, Social Adjustment, State Surveys, *Visually Handicapped, Vocational Adjustment
Identifiers-*Wisconsin

To provide feedback on program for the visually impaired in the State of Wisconsin, a followup study was done on 98 persons who had been enrolled in such programs and who had been out of school for a period of 3 to 13 years. The study focused on adaptation, and was concerned with many facets of everyday living, including such things as academic achievement, types of occupations, physical mobility, difficulties in obtaining employment or promotions, use of vocational rehabilitation and other social services, attitudes toward educational and work expereinces, and social and community participation. Among the findings were that 57.1% of the Ss were single, 41.8% married, and 1.0% divorced; that 76 Ss did not have additional handicaps; and that more of the older Ss depended upon wages and spouse as a source of income, while significantly more of the younger Ss were dependent on their parents. Frequent comments by Ss emphasized such things as the inadequacies in curriculum offerings; the desire for more opportunity to interact socially and academically with sighted persons; the desire for less emphasis on music, particularly for those lacking talent in this area; and the desire for more vocational counseling and training with respect to job opportunities and strategies of job seeking. (DLS)

ED 176 549 FL 010 532

Mayer, Edgar N.
Teaching French Noun Clauses.
Pub Date-78
Note-10p.; Paper presented at the University of Kentucky Foreign Language Conference (Lexington, Kentucky, April 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Applied Linguistics, *French, Generative Grammar, Kernel Sentences, *Language Instruction, *Language Patterns, Linguistic Difficulty (Inherent), Linguistic Theory, Nominals, Second Language Learning, Sentences, *Sentence Structure, Syntax, Teaching Methods, *Transformation Generative Grammar, Transformation Theory (Language)
Identifiers-*Clauses

This paper attempts to give a unified view of the workings of noun clauses. These are considered according to three main types corresponding to three different kinds of source sentences. All three types can be used in any usual noun-phrase function, especially subject, direct object, and prepositional object. Four factors which complicate the picture in French are the use of complementizers (adapters), extraposition (displacement) of the clause to the beginning or end of the sentence, the use of the subjunctive in the clause, and the special subordinating conjunctions required. It follows that any given noun clause can be classified by stating four parameters: the kind of source sentence, the function of the clause, the presence or absence of an adaptor, and the presence or absence of displacement. A brief teaching plan based on the preceding analysis concludes the paper. Appended are two sets of sentences which illustrate all the noun clause types. One of the sets consists exclusively of sentences found in novels, plays, and contemporary magazines and newspapers. (Author/AMH)

ED 176 573 FL 010 644

Albanian: Basic Course. Volume VI, Lessons 55-62.

Defense Language Inst., Monterey, Calif.

Pub Date-Jan 65

Note-267p.; For related documents see FL 010 626-628, FL010 634 and FL 010 637-648; Tapes accompany the text

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940

Language-Albanian; English

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, *Grammar, *Instructional Materials, *Language Instruction, Postsecondary Education, *Second Language Learning, Speech Communication, Uncommonly Taught Languages, Vocabulary

Identifiers-*Dialogs (Language Learning)

This sixth of ten volumes of audiolingual classroom instruction in Albanian for adult students treats Albanian grammar, syntax, and usage in a series of exercises consisting of grammar perception drills, grammar analysis, readings, question-and-answer exercises, and dialogues illustrating specific grammatical features. A vocabulary list is attached to each exercise. (JB)

ED 176 169 CG 013 770

Wolleat, Patricia Pedro, Joan Daniels

An Annotated List of Resources For Promoting the Development of Girls and Women.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WSDPI-Bull-9290
Pub Date-Sep 77
Note-46p.; Not available in hard copy due to marginal legibility
Available from-Equal Educational Opportunities Office, 126 Langdon Street, Madison, WI 53702
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Classroom Games, *Counseling, Educational Resources, *Females, Feminism, *Instructional Media, *Resource Materials, Secondary Education, *Sex Discrimination, *Womens Education

This revision reviews resources published between late 1975 and September 1977. Areas which received only passing comment in past editions of the bibliography have become significant in their own right in this edition. Examples are linguistic differences, occupational segregation, mathematics achievement, and teacher-student interaction. The listing includes notice of inexpensive and recent government documents providing numerical data on women in a wide range of areas. Topical bibliographies and the summaries of proposals funded by Women's Educational Equity Act provide grant writing resources. The category which has grown most significantly is that of resources for the student. It is now possible to find a reference or publication to augment most classes taught in high schools. (Author)

ED 176 365 EA 012 060

Davis, Arthur, Jr.

Evaluative Criteria for Urban School Administrators and Teachers: Guidelines and Suggestions for Parents as Evaluators.

Pub Date- 79
Note-25p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Responsibility, Boards of Education, *Curriculum Evaluation, *Efficiency, Elementary Secondary Education, Evaluation Methods, *Parents, *Personnel Evaluation, Program Evaluation, *Teacher Responsibility, Teachers

This guide helps parents evaluate the efficiency of school board members, administrators, and teachers by outlining the duties and responsibilities of these school personnel. The idea is to evaluate their efficiency and not their ability, the paper notes, as one can have the ability to do but at the same time be highly inefficient. Duties and responsibilities are listed in detail for school board members, superintendents, principals, teachers, and administrative assistants. Finally, criteria are listed to help parents evaluate the organization and curriculum development of a program of studies. (Author/LD)

ED 176 431 EC 120 115

A Direction Center for Handicapped Students. Technical Report No. 6.

Texas Education Agency, Austin. Learning Resource Center.
Pub Date-Apr 79
Note-295p
Available from-Texas Education Agency, 201 E. 11th Street, Austin, Texas 78701 ($3.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Consultation Programs, *Educational Programs, *Handicapped Children, *Information Centers, Referral, *Resource Centers, *State Agencies, *State Programs
Identifiers-*Direction Service Center (Texas)

The report provides an overview of direction service for handicapped students in Texas, explores the issues involved in planning a direction center, describes in detail the State Direction Service Center (SDSC) in Texas, and presents the training materials used by the SDSC to train both state and regional-level staff. Direction service is defined as an information based service designed to match periodically and systematically the needs of a handicapped child to the proper combination of services to satisfy those needs. Six major areas of concern in the development of a direction service center are analyzed: the pilot program, the target population, methods, for directing the client to the services and for surveying resource agencies, the development of a client and resource information bank, the setting up of advisory committees, and accountability. The operation of the SDSC is discussed in terms of its resource and referral components, and the information bank generated by the resource component is described. The bulk of the report consists of the training activities for the resource and referral specialists of the SDSC. Included among the 15 appendixes are a sample information referral form, a sample staff time log, and a list of specific eligibility requirements. (DLS)

ED 176 010 CE 019 147

Wiederanders, Mark And Others

Teachers Guide (Modules 1-5) for the Job Survival Skills Curriculum.

California State Dept. of the Youth Authority, Sacramento.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Nov 78
Note-124p.; For related documents see CE 019 133 and 019 178
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Objectives, *Delinquents, Employment Interviews, *Interpersonal Competence, *Job Application, Job Search Methods, *Job Skills, Learning Modules, Lesson Plans, *Motivation, Occupational Information, Persistence, Records (Forms), Vocational Adjustment, *Vocational Interests
Identifiers-California Youth Authority

Designed for use with youth offenders, this teacher's guide contains five modules on job survival skills. The module titles include the following: (1) motivation/orientation to job survival skills, (2) matching values, skills, and interests to jobs, (3) job seeking skills, (4) job getting skills, and (5) job maintaining skills. the first part of the guide lists the student performance objectives for each module. The second part contains module performance record sheets to be used to record student achievement of each module's performance objectives. The third part provides daily lesson plans (three to twenty days for each module). In addition to the lesson plans, a list of materials and equipment needed, performance objectives, teacher preparation activities, and handouts (e.g., worksheets) are provided. (JH)

ED 176 147 CG 013 748

Barmann, Barry C.

Therapeutic Management of Chronic Callers To a Suicide Prevention Center.

Pub Date-79
Note-10p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Information Services, *Community Service Programs, *Counseling Effectiveness, *Crisis Therapy, Intervention, *Mental Health Programs, Program Evaluation, *Suicide

A therapeutic technique for dealing with a chronic caller to a suicide prevention center was tested. The two objectives to such a technique were to reduce the frequency of calls made by chronic callers to the suicide prevention service, and to persuade callers to be more specific when discussing their problem. To accomplish these objectives, a specific counselor was assigned to each chronic caller, with a one hour time limit to each call, and the suicide prevention center called the chronic caller instead of waiting for the chronic caller to contact the service. Results of the seven-week treatment program indicated that prior to instituting the change, the mean number of calls made per week for the treatment and control group were roughly equal. Upon completion of the program, the mean number of calls per week for treatment callers was significantly lower than those chronic callers who were not in the treatment group. This trend in the data was maintained during a nine-week follow-up condition. Self-report measures obtained from the counselors indicated that the chronic callers were becoming more concrete and specific when presenting their particular problem. Suggestions regarding the manner in which other community mental health centers might implement a similar program were discussed. (Author/PC)

ED 176 193 CG 013 798

Johnson, Lynn S. And Others

Group Hypnotherapy With Learning Disabled Children.

Pub Date-18 Apr 79
Note-25p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, Nevada, April 16-19, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Children, *Group Therapy, *Hypnosis, *Learning Disabilities, Parent Child Relationship, *Self Esteem, *Teacher Role
Identifiers-*Hypnotherapy

The impact of group hypnotic and self-hypnotic training on the academic performance and self-esteem of learning disabled children was explored. Three hypnotic training sessions and instructions for six weeks of daily self-hypnotic practice containing suggestions for imagery related to improvement in these areas were given to 15 children, their reading teacher, and both their parents, and their responses were compared to a similar but untreated control group of 18. No overall differences were observed between groups. Given the large variations in hypnotic susceptibility and self-hypnotic practice, a multiple regression analysis revealed important predictors of self-esteem improvement for the experimental group. The child's hypnotic susceptibility score and self-hypnotic practice by children and parents were the most relevant. These LD children were significantly more hypnotically susceptible than a normative sample. Hypnotherapy is seen as feasible in group administration by persons only moderately trained in hypnosis and of potential benefit to self-esteem improvement in LD children, depending on individual difference factors. (Author)

ED 176 214 CS 004 955

Dziuban, Charles D. And Others

The Application of an Index of Efficiency to a Reading Mastery Test.

Pub Date- 75

Note-11p.; Study prepared at the University of Central Florida

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Criterion Referenced Tests, *Cutting Scores, *Efficiency, Elementary Education, *Evaluation Criteria, Evaluation Methods, Grade 3, Grade 5, Mastery Tests, Measurement Techniques, *Reading Tests, Testing, *Test Interpretation

The Harris Index of Efficiency was used to evaluate the criterion setting (66%) of the Prescriptive Reading Inventory (PRI), a criterion referenced reading test. The subjects, who were involved in a large experimental study that used the PRI as a criterion measure, were 92 third and fifth grade students. Initial assessment with the Comprehensive Tests of Basic Skills revealed varying student achievement that necessitated the administration of various levels of the PRI on a pre/posttest basis. After these tests, the students were classified as masters/nonmasters using three separate criterion scores (66%, 75%, and 90%). The Harris Index of Efficiency was computed for each criterion score to determine which score proved most efficient at sorting the pupils into two separate groups. The results suggest that the criterion score of 66% was the most efficient cutting point with the PRI; a much less efficient sorting of the subjects was evident when using the 75% and 90% levels. The results also indicate that the Harris Index is an effective descriptive measure that can help to determine at what cutting point a test might yield the most information for instructional purposes. (RL)

ED 176 256 CS 005 040

Schick, George B., Ed. May, Merrill M., Ed.

Reading: Process and Pedagogy; Nineteenth Yearbook of the National Reading Conference. Volume II: Pedagogy.

National Reading Conference, Inc.

Pub Date-70

Note-272p.; For related document, see CS 005 039; Proceedings of the National Reading Conference (19th, Atlanta, Georgia, December 4-6, 1969)

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Content Reading, Educational Disadvantagement, Elementary Secondary Education, Higher Education, Listening Skills, Measurement Techniques, Motivation Techniques, Readability, Reading Comprehension, *Reading Instruction, Reading Materials, *Reading Processes, *Reading Programs, *Reading Research, Reading Tests, Teacher Education, *Teaching Techniques

Identifiers-*National Reading Conference

This is the second of two volumes containing papers focusing on reading processes and pedagogy that were drawn from the nineteenth annual meeting of the National Reading Conference held in 1969. Among the topics covered in the 37 papers are the following: interpersonal dynamics in counseling students with learning problems, developing an effective listening program, college reading and television, study skills, materials evolved from teaching delinquents, learning centers, reading improvement programs, reading materials selection, critical reading, techniques to use with rate pacers, the cloze procedure, reading comprehension, teachers' attitudes toward teaching reading in the content areas, motivation in learning, creative reading, reading difficulties, and content area reading programs. (FL)

ED 176 300 CS 205 141

McDaniel, Barbara Albrecht

Contrastive Rhetoric: Diagnosing Problems in Coherence.

Pub Date-Apr 79
Note-17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Problems, *Discourse Analysis, *Language Research, *Language Styles, *Rhetoric, Rhetorical Criticism, Sentence Structure, *Structural Analysis

An examination of the stylistic differences among writing from literary specialists, from science, and from social science shows that a more precise diagnosis of the writing problems of clarity and coherence is possible. Ten randomly selected paragraphs from each of four publications, the Canadian Medical Association Journal,'' the Canadian Journal of Political Science,'' Canadian Literature,'' and Publications of the Modern Language Association,'' were analyzed, using Robert Kaplan's functional rhetoric of English prose as a model. In the samples that were hardest to read, authors had failed to establish topics forcefully and to pick them up and trace them through the discourse blocs with effective sentence structure. Results of the study indicated three generalizations necessary to identifying problems of coherence: English prose usually proceeds from generalizations to specifics; it is usually unsympathetic toward tangential topics; and good writers of English pick up, and treat in sequence, everything they introduce. (Examples of analyzed paragraphs are appended.) (AEA)

ED 176 322 CS 205 181

Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1979 (Vol. 39 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-79
Note-11p
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Doctoral Theses, Feminism, Foreign Countries, Freedom of Speech, *Journalism, *Journalism Education, Mass Media, *Media Research, *Newspapers, *News Reporting, Photography, Rhetoric, School Newspapers, Secondary Education, Sex Fairness, Telecommunication, Television

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: electronic newspapers; the influence of local information on daily newspaper household penetration; source credibility; a taxonomy of editorial content for internal publications; the evolving status of newswomen; street photojournalism and personal space; sexism in local and network television news; freedom of speech in school-sponsored student newspapers at the secondary school level; style, structure, and content of news and current affairs broadcasting in Israel; the location and definition of cognitive switching styles in the processing of televised newscasts; the organizational nature of news; and information overload in the newsroom. (FL)

ED 176 344 CS 502 599

Millar, Frank E. And Others

Relational Communication and Family Functioning: A Proposed Model.

Pub Date-May 79
Note-34p.; Paper presented at the Annual meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, May 5-7, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affection, *Communication (Thought Transfer), Family Characteristics, *Family Relationship, Interaction, *Interaction Process Analysis, Marriage, Self Control
Identifiers-*Communication Research

Noting that previous research in the area of relational communication has been concerned primarily with the control defining patterns of symmetry and complementarity, this paper investigates how other dimensions of social relationships might be incorporated with descriptions of the control dimensions. After a review of some conceptualizations and measures of possible dimensions, the paper presents an exploratory model that attempts to interrelate three concepts in ways that encourage other research and more empirically-based theorizing. Specifically, it suggests that transactional control and affection dimensions can be used to discriminate between functional and dysfunctional families. (FL)

ED 176 408 EA 012 136

Wagner, Richard E., Ed.
Government Aid to Private Schools: Is It a Trojan Horse? A CIE Paper.
Institute for Humane Studies, Menlo Park, Calif.
Pub Date-79
Note-59p.
Available from-Institute for Humane Studies, 1177 University Drive,
Menlo Park, California 94025 ($3.00; quantity discounts)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Education Vouchers, Elementary Secondary Education, Federal Aid, Federal Regulation, *Government School Relationship, *Nonpublic School Aid, Private Schools, Public Schools, State Aid, Tuition
Identifiers-Tax Deductions

In this publication, six scholars interested in private education and knowledgeable in economic policy and politics present several different views of government aid to private schools. In the lead essay, William Cage argues that supporters of private schooling are shortsighted in advocating public aid for private education. Government aid, says the author, would convert private schools into mirror images of public schools, for it would bring federal controls that would erode the independence of private schools. Five essays respond to the lead essay. Robert J. Staaf presents two views of the possible consequences of a voucher system or tax credit or tax deduction. Eugenia F. Toma describes the actions government bureaucracies might take in creating controls over private schools. E. G. West suggests that the promotion of a better competitive balance between schools should be pursued by restoring pricing'' (or modest tuition) to the public schools. Richard E. Wagner argues that tax deductions and credits are categorically distinct from such policies as vouchers and direct aid and that deductions can be of great value in strengthening private schooling through their political impact as well as economic impact. Randall G. Holcombe sees a trade-off between the beneficial properties of the aid and the harmful properties of the controls. He suggests a modification of the voucher plan. (Author/JM)

ED 176 529 FL 007 372

Galloway, Brent D.

Two Lessons in Time in Upriver Halkomelem. Lektos: Interdisciplinary Working Papers in Language Sciences. Special Issue.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date- 75

Note-12p.; Paper presented at the International Conference on Salishan Languages (10th, Louisville, Kentucky, August 14-16, 1975)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *American Indian Languages, *Canada Natives, Cultural Factors, *Instructional Materials, *Language Instruction, Material Development, Orthographic Symbols, Phonetics, *Time, Uncommonly Taught Languages, Verbs, Vocabulary

Identifiers-British Columbia, *Halkomelem, *Tense (Verbs)

The core of this paper consists of two lessons in beginning Halkomelem, the tenth and eleventh of a set for adult classes in the Halkomelem (Upper Stalo) language of the Indians of Coqualeetza, British Columbia. The lessons deal with tenses and words for time, show the orthography used, and introduce the notion of pronouns. The subject matter includes the system of months or moons. (JB)

ED 176 029 CE 021 327

French, Russell L. And Others

A Comparison of the Human Characteristics of Curriculum Materials Used in an Air National Guard Leadership Development Program with the Characteristics of Students Encountering the Materials: A Study Using the Annehurst Curriculum Classification System.

Tennessee Univ., Knoxville

Pub Date-79

Note-45p.; Prepared for the annual American Educational Research Association meeting (1979, San Francisco, California); The appendixes in this document will not reproduce well due to small print

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education Programs, *Curriculum Evaluation, *Evaluation Methods, *Instructional Materials, Military Training, Officer Personnel, Self Evaluation, *Student Characteristics, Student Evaluation, Test Reliability, Test Validity

Identifiers-Air National Guard, *Annehurst Curriculum Classification System

The Annehurst Curriculum Classification System (ACCS), a tool for matching individual learners with appropriate curriculum materials, was used with a group of fifty-nine students (Air National Guard officer candidates) and their four instructor-advisors to examine two issues: (1) the applicability of the ACCS in a highly structured, career-related, adult education program and (2) the appropriateness of the curriculum materials for the students in this program. During the second week of the six-week intensive course all sixty-three participants received two hours of training in ACCS procedures for assessing learner characteristics. Students completed the self-assessment and instructors the student assessment at that time and again at the end of the course. Researchers analyzed all print and non-print curriculum materials using ACCS criteria. Findings indicate that the ACCS does have applications in such a program. Adult learners and instructors can assess student learning characteristics with minimal exposure to and training in the ACCS; patterns of ratings of the learner group by both students and instructors were generally consistent from pre- to posttest and were very similar. With reference to the suitability of the materials, profiles of student characteristics were high in experience, intelligence, and creativity while profiles of the materials tend to be low in all those as well as in motivation, emotion-personality, and social content. Modification of the materials was recommended. (JT)

ED 176 048 CE 021 974

Ball, Joseph And Others

The Youth Entitlement Demonstration. An Interim Report on Program Implementation.

Manpower Demonstration Research Corp., New York, N.Y.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.

Pub Date-Apr 79

Note-300p.; Some tables may not reproduce well due to small print

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cooperative Planning, Demonstration Programs, *Disadvantaged Youth, Employment Programs, Enrollment, *Federal Programs, Job Development, *Program Costs, Program Design, *Program Development, *Program Evaluation, Program Improvement, Student Recruitment, *Youth Employment

Identifiers-Youth Employment Demonstration Projects Act 1977, *Youth Incentive Entitlement Project

At the end of September, 1978, 37,000 low-income youths in seventeen competitively selected communities across the country were enrolled in Youth Incentive Entitlement Pilot Projects which guaranteed them a part-time job during the school year and a full-time job during summer months on the condition that they remain in, or return to, a secondary school or enroll in an equivalency education program. A study was conducted to assess the implementation of this demonstration program from March through September of 1978 and to identify the early program costs from that period. It was found that the unique operation requirements of the Entitlement design, together with the conditions under which the demonstration was planned and fielded, acted to produce a set of difficult management challenges for participating prime sponsors. Those features that most closely resembled existing manpower programs were implemented first and most successfully, while newer and more difficult features of the program for example, the monitoring of school attendance and performance were left to be tackled at a later date. Particular challenges posed by the Entitlement design were identified in the following areas: the uniqueness of the job guarantee; the requirements on the prime sponsor; the need for an information system; and the rapid start-up. The major areas of strengths and weaknesses during implementation were summarized as they related to the following activities: recruiting and enrolling eligible youths; developing jobs and assigning youths; ensuring the participation and cooperation of educational institutions; and early program costs. (BM)

ED 176 067 CE 022 302

Foster, Parker V.

Handbook in Vocational Education Evaluation. A Case Study Approach Utilizing Basic Evaluation Techniques in a Vocational Context.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-79
Note-120p.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Comparative Analysis, Criterion Referenced Tests, Educational History, Educational Objectives, *Evaluation Methods, Federal Legislation, Followup Studies, Formative Evaluation, Hypothesis Testing, Interviews, Item Analysis, Local Issues, Needs Assessment, *Program Evaluation, Secondary Education, Self Evaluation, Surveys, *Vocational Education

Written from the perspective of a relatively large urban school district and dealing primarily with high school-type programs, this handbook is designed for use by local school district practitioners of vocational education evaluation. Part I discusses the history, present status, and goals and objectives of vocational education. Included are developments influenced by federal legislation. Part II presents seven actual case studies which illustrate ten specific evaluation techniques. These techniques are as follow: descriptive survey, interviews, self-evaluation, followup, comparison groups, criterion testing, item analysis, hypothesis testing and sample size, case study, and process evaluation. The techniques described in the case study are presented by three areas of emphasis: area wide, school district wide, and local program. Finally, Part III discusses seven evaluation issues. These are the following: evaluation design and decision-making; preparing a needs assessment; appropriate measuring instruments; abstracting the report for reader utility; incentives for evaluation; politics of evaluation; and finding your own role as an evaluator. (JH)

Banta, Trudy W., And Others

A College-Wide Team Approach to Providing Career Education Training for School-Based Teams of Principals, Counselors, and Teachers. Final Report, July 1, 1978 through June 30, 1979.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 79
Grant-G0078C0035
Note-234p.; Not available in paper copy due to light print
Available from-The Bureau of Educational Research and Service, 212 Claxton, Education Building, College of Education, University of Tennessee, Knoxville, TN 37916 ($8.00)
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Changing Attitudes, College School Cooperation, Community Resources, Counselors, *Curriculum Development, Elementary Secondary Education, Fused Curriculum, Handicapped, *Inservice Education, Principals, Program Development, *Program Evaluation, *Program Planning, Staff Role, Teachers, *Workshops

A team of seven faculty members at the University of Tennessee, Knoxville (UTK), provided training in career education for 300 teachers, counselors, and principals from schools throughout Tennessee. Six curriculum modules were developed, which included an introduction to career education and units on utilization of community resources, career education for the handicapped, infusion of career education into academic content, the counselor's role in career education, and the principal's role in career education. Four inservice workshops were conducted, three of which provided academic credit for participants. During the workshops for which credit was awarded, each school-based team developed a local implementation plan. The UTK faculty team provided follow-up assistance which included (1) a monthly newsletter containing infusion ideas; (2) lesson planning ideas and resource materials; (3) inservice programs for participating faculties; and (4) an annotated bibliography of commercial career education materials. Measurement instruments administered prior to and following instruction provided indications that the workshop presentations caused a significant increase in participants' general knowledge of career education concepts and positive attitudes toward career education. A preliminary follow-up of participants who had sufficient time to make use of their training revealed that all had made some use of plans developed during the workshop and that 22% had used their plans extensively. (Author/BM)

ED 176 106 CE 022 737

Stalford, Charles B., Ed.

An Evaluative Look at Nontraditional Postsecondary Education.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Contract-400-76-0107

Note-194p.; Some pages will not reproduce well due to small, blurred type

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Access to Education, Adult Education, Adult Students, Data Collection, *Decision Making, *Educational Needs, *Information Needs, *Information Utilization, *Measurement Instruments, Needs Assessment, *Nontraditional Students, Part Time Students, Postsecondary Education, Program Evaluation, Program Planning

Three papers focusing on various aspects of nontraditional postsecondary education, are presented in this volume. The first paper by Cross and Zusman explores the issue of nontraditional population needs and associated program responses. The second paper, by Bowen, Edelstein, and Medsker, focuses on the kinds of information that decisionmakers in nontraditional postsecondary education need and use. Finally, the third paper, by Ruyle and Watkins, explores specific kinds of data that might be obtained and the instrumentation to obtain them in an actual field evaluation of nontraditional postsecondary education. The appendixes to the papers provide descriptions of studies focusing on characteristics and needs of adult learners. (JH)

ED 176 125 CE 022 821

Robbins, J. Nevin

ERIC Resource Management Workshops Final Report on Workshops for Standing Order Customers.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Contract-400-76-0122

Note-246p.; For a related document see CE 022 822

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Clearinghouses, Information Centers, Information Services, *Information Systems, Information Utilization, Management, *Program Improvement, School Systems, User Satisfaction (Information), *Use Studies, *Workshops

Identifiers-*ERIC

A series of workshops was conducted to enhance the information management capability of organizations maintaining complete files of ERIC (Educational Resources Information Center) materials, such as microfiche collections, indexes, and related materials. Invitations to attend meetings in their respective regions were extended to 677 organizations which have standing orders to receive most ERIC materials. Twenty-six regional workshops were conducted from November, 1978, through July, 1979, by the staffs of all sixteen ERIC Clearinghouses. The ERIC Clearinghouse on Adult, Career, and Vocational Education served as the administrative agent for the implementation of the project. The project resulted in two principal outcomes: (1) the provision of information management service to eighty-two percent of ERIC's Standing Order Customers (SOCs) in the United States and its territories and (2) the acquisition of valuable information on the characteristics and needs of those SOCs. Certain consistencies among the comments and opinions of workshop participants were observed in several areas, including the following: SOC concerns about ERIC tools and materials; the channels of communication between SOCs and ERIC; SOC use of ERIC resources; and needs for expanded ERIC service to SOCs. (Summaries of the findings are described in the text; detailed statistics are presented in the appendices, which comprise a major portion of this document.) (BM)

ED 176 236 CS 005 009

Parry, Kevin Brandt, Linda J.

Verbal and Non-Verbal Measures of the Understanding of Recursive Thought.

Pub Date-Feb 79

Note-8p.; Paper presented at the Annual Meeting of the International Interdisciplinary University Affiliate Program Conference on Piagetian Theory and Its Implications for the Helping Professions (9th, Los Angeles, California, February 2-3, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, *Cognitive Processes, Communication (Thought Transfer), Elementary Education, *Language Ability, *Measurement Techniques, *Nonverbal Ability, *Psychological Studies, Social Science Research

Identifiers-*Recursive Thought

Four males and four females from each of grades one through six served as subjects in an investigation of the development of recursive thought (imagining other people's thoughts). One half of the subjects were asked to tell what a little boy in a picture was thinking about various configurations of faces. The remaining subjects were told the thought process and were asked to construct a picture of it using cutouts of faces and plastic "thought clouds" similar to those seen in cartoon strips. It was hypothesized that the language reception task would yield higher success than the language expression task for all grades, that decreasing success with increasing item complexity would be evident for both tasks, and that individual subjects would demonstrate decreasing success with increasing item complexity. The first hypothesis was accepted and the second two were rejected. Results indicated a two-level development of recursive thought when language expression is minimized, with contiguity and action thoughts comprising the first level and the second level including all higher recursive thinking. The results were conclusive in showing that development occurs at an age earlier than reported previously. (TJ)

ED 176 279 CS 205 106

Nager, Norman R.

A Heuristic Model of Media Conflict Systems in the Wake of Expose of Cover-Ups.

Pub Date-Aug 79
Note-23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Competition, *Conflict, *Information Seeking, *Investigations, Journalism, *Media Research, Models, *News Media, *News Reporting, Public Relations

The purpose of this study was to stimulate scholarly investigation of a conflict systems model for news media and the interaction of sources in the wake of an expose. A search of the literature led to nine tentative axioms that focus attention on systemic conflict of media and sources related to cover-ups and suggested additional theory development. Synthesizing and extending concepts from journalism, public relations, political science, psychology, and other behavioral sciences, the study illustrates a holistic social science approach to an area of public relations concern. The conflict systems model described operates at several levels: intermedia competition, intramedium competition, competition on the same organ of media, news sources/media conflict, and conflict among and within news sources. Some of the implications of systemic conflict that are examined include escalation of conflict, aggravation of latent preconditions, and stress. The speech communications concepts of pathological trust and suspicion are applied to press relations systems. (Author/AEA)

ED 176 366 EA 012 062

Wendel, Frederick C., Ed.

Maintaining Quality Education in the Face of Declining Resources. Briefings in Educational Issues Number 2.

Nebraska Univ., Lincoln.

Pub Date Mar 79

Note-141p.; Document prepared through the Division of Vocational Services

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Budgeting, Cocurricular Activities, Community Involvement, Curriculum Development, Decision Making, *Declining Enrollment, Educational Programs, *Educational Quality, Efficiency, Elementary Secondary Education, Handicapped Students, Long Range Planning, Program Budgeting, Program Planning, Reduction in Force, *Retrenchment, School Size, Special Education

Focusing on the conditions brought about by declining enrollment and resources, this book presents problems and suggests possible ways of dealing with them. Chapter 1 lists social forces that have long-term implications for maintenance of quality education. The second chapter applies the concept ``smaller is better'' to education. Several planning models and strategies for determining alternative solutions make up the third chapter. A rational model for reviewing curriculum offerings and programs is presented in Chapter 4. In Chapter 5, critical issues related to student activity programs are reviewed. The next chapter presents practical techniques for reducing costs through budget review. A brief summary of an earlier publication on the policies and procedures for dealing with reduction in force (RIF) is given in Chapter 7. Chapter 8 explores programming, staffing, and other issues related to special education. The last chapter, aimed at school board members and administrators, presents the implications of declining enrollments, school closings, reorganization, and consolidation. The main thesis of the report is that school leaders can maintain quality education only if they utilize extensive planning, community involvement, priority setting, close examination of expenditures, and sound management practices. An extensive annotated bibliography compiled from an ERIC search is included. (Author/JM)

ED 176 387 EA 012 098

Legal Requirements. Planning for Lutheran Elementary Schools. E06.

Lutheran Church, Missouri Synod, St. Louis, Mo.
Pub Date-78
Note-32p.; For related documents, see EA 012 093-105
Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.00; $12.50 per set of 13)
Pub Type- Guides - General (050) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Responsibility, Board of Education Policy, *Board of Education Role, Copyrights, Educational Discrimination, *Educational Legislation, Elementary Education, *Legal Responsibility, Parent Responsibility, *Parochial Schools, Principals, Racial Discrimination, School Planning, School Policy, *School Responsibility, Sex Discrimination, *State Legislation, Teacher Responsibility
Identifiers-*Lutheran Elementary Schools, Negligence

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume focuses on legal requirements affecting Lutheran schools. The first part deals with Lutheran schools under law and begins by touching on parental rights and responsibilities for choosing their children's education. State laws affecting private schools are then outlined, including laws concerning state approval, compulsory education, public support, tax exemption, and other school issues. Part 2 concentrates on the responsibility and liability of the congregation, board, principal, and teacher in the Lutheran school. Concerning the responsibility of the board of education, this section touches on the Family Educational Rights and Privacy Act, nondiscrimination on the basis of race or sex, due process rights, and the copyright law. The concept of negligence is explained and related to the liability of teachers and principals. (JM)

ED 176 471 EC 120 519

SER-LARS, Volume 5. Objective Referenced Measures. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-76

Contract-OEC-0-74-7892; OEC-2-70-0051

Note-284p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, See EC 120 515-526

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Behavioral Objectives, Data Bases, Diagnostic Teaching, Elementary Secondary Education, *Evaluation Methods, *Handicapped Children, Information Retrieval, Information Storage

Identifiers-SER LARS (Information System)

The fifth volume in the SER-LARS (Special Education Resources Location Analysis and Retrieval System) series presents information on ways to measure SER-LARS learning objectives for which tests have not previously been available. Information is organized according to accession number and each entry is coded to the learning objective number. Directions are given for administration and scoring, and a description of the test/task is provided. Measures are noted to be either a teacher written task/test or an adaptation of an existing test/task procedure. Title of the measure, author's name, and source are also indicated. (CL)

ED 176 472 EC 120 520

SER-LARS, Volume 6. Instructional Materials, Teacher Made and Commercially Adapted. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.;

ED 176 490   EC 120 547

The Interdisciplinary Use of Art, Music and Literature in Habilitation of the Young Handicapped Child.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.-WSDPI-Bull-8431
Pub Date Mar 79
Grant-G007803477
Note-265p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Art Activities, *Child Development, *Early Childhood Education, Emotional Development, *Handicapped Children, Interpersonal Competence, *Literature Appreciation, *Music Activities, Occupational Therapists, Occupational Therapy, Physical Therapists, Story Reading, Workshops

Based on a 1978 workshop at the University of Wisconsin, the book discusses the use of art, music, and literature in the habilitation of young handicapped children, and presents specific art, music, and literature activities for use with such children. The first half of the book consists of workshop background and presentations, and addresses such topics as occupational therapy in rehabilitation, creative expression through rhythm for young children, using children's literature, suggested materials for art activities, art and the young child, and the roles of occupational therapists, physical therapists, and communicologists. A developmental curriculum for social and emotional growth is also presented. The second half of the book consists of the art, music, and literature activities, which include such things as making murals, making mosaics with aquarium gravel, marble painting, straw painting, playing drums, singing various songs, playing maracas, making up and reciting poems, reading and acting out stories, and playing rhyming games. (DLS)

ED 176 509 EC 120 604

Heinemann, Alison Mallis, Jackie

Star Power: Providing for the Gifted & Talented. Module 10. Guidance and Counseling for the Gifted/Talented.

Education Service Center Region 13, Austin, Tex.

Pub Date 78

Note-130p.; Due to copyright restrictions the appendixes are not included in the series; Best Available Copy; For related information, see EC 120 594-603

Available from-Education Service Center, Region XIII, 7703 North Lamar Boulevard, Austin, Texas 78752 ($78.00 per set; $10.00)

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adjustment Problems, Elementary Secondary Education, *Gifted, *Guidance Counseling, *Inservice Education, Inservice Teacher Education, Resource Guides, Student Problems, *Talented Students, Talent Identification, *Teacher Evaluation, Teacher Workshops, *Vocational Counseling

The document presents Module 10, guidance and counseling for the gifted/talented, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the module can be used for independent study, for small group interaction, or for a large group inservice program. The document is divided into four major sections: seeing undeveloped talent (which involves recognizing issues related to testing the gifted/talented and discovering appropriate ways of identifying gifted/talented students whose test scores do not reveal their potential); nurturing and stimulating undeveloped talent (which involves understanding the academic problems encountered by the gifted/talented and discovering ways to help these students solve them); encouraging personal and social growth (which involves developing appropriate techniques for promoting the personal and social development of the gifted child); and making the most of talent with life planning (which involves helping the gifted/talented acquire information about a variety of careers, ways to prepare for them, and adult life styles which can be used as a basis for future career decisions). Each section reports enabling objectives, rationale, activities, and pre- and postassessment procedures. (SBH)

ED 176 550 FL 010 544

Elementary French Program Guides.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch
Pub Date-76
Note-41p.; For related document see FL 010 545
Available from-Publication Services, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 1X4
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Course Content, Educational Objectives, Elementary Education, *Fles, *Fles Programs, *French, Instructional Aids, Instructional Materials, *Language Instruction, *Language Programs, Language Tests, Program Content, Reference Materials, Second Language Learning, *Teaching Methods
Identifiers-Canada (West)

This guide provides general direction to school districts on elementary French programs. In addition to giving the rationale of an elementary French program and indicating where supplementary resource material can be found, it suggests program goals and learning outcomes for programs in grades K-7. A second section on current research on second language learning deals with the following topics: (1) the importance of learning a second language; (2) the ideal age for learning a second language; (3) organizational factors that affect teaching a second language; (4) other factors to be considered in a second language program, such as students' background, the effect on other subject areas, and inservice training; (5) some successful teaching methods; and (6) conclusions regarding expectations of various types of elementary programs. A sizable bibliography completes the volume. (AMH)

ED 176 574 FL 010 645

Albanian: Basic Course. Volume VII, Lessons 63-72.

Defense Language Inst., Monterey, Calif.

Pub Date-Jul 66

Note-271p.; For related documents, see FL 010 626-628, FL 010 634, and FL 010 637-648; Tapes accompany the text

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940

Language-Albanian; English

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, *Grammar, *Instructional Materials, *Language Instruction, Postsecondary Education, *Second Language Learning, Speech Communication, Uncommonly Taught Languages, Vocabulary

Identifiers-*Dialogs (Language Learning)

This seventh of ten volumes of audiolingual classroom instruction in Albanian for adult students treats Albanian grammar, syntax, and usage in a series of exercises consisting of grammar perception drills, grammar analysis, readings, question-and-answer exercises, and dialogues illustrating specific grammatical features. A vocabulary list is attached to each exercise. (JB)

ED 176 451 EC 120 453

Service Delivery Assessment. Education for the Handicapped, Regions VIII and X with I, IV, V, VI, IX.
Department of Health, Education, and Welfare, Washington, D.C.
Pub Date May 79
Note-20p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Clinical Diagnosis, Elementary Secondary Education, *Handicapped Children, *Identification, Individualized Programs, Program Effectiveness, Program Evaluation, *Special Education, Surveys

The report examines reasons for widely different proportions of handicapped children identified in 24 local school districts across six states and surveys the implementation of special education programs in those districts. Interviews are said to have been conducted with over 1000 persons, including students, teachers, parents, administrators, and advocacy group representatives. Among findings concerning identification of children are data collection problems, variation in diagnosis and resource availability, and delays in federal approval of state plans. The second part of the report addresses the status of special education today, with analysis of eight problems (such as inadequate resources, isolation of regular and special education, artifical and arbitrary eligibility requirements for special education, and implementation problems with individualized education plans and least restrictive environment principles). Issues briefly covered include identification of minority students, deinstitutionalization, and regular teacher education. (CL)

ED 176 011 CE 019 178

Wiederanders, Mark R. And Others

Job Survival Skills of Youthful Offenders: A Needs Assessment and Curriculum Development Project. Final Report.

California State Dept. of the Youth Authority, Sacramento.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Nov 78
Grant-G007604319
Note-113p.; Some appendix pages will not reproduce well due to small, broken type; For related documents see CE 019 133 and CE 019 147
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Curriculum Development, *Delinquents, Educational Needs, Employment Interviews, Employment Problems, Interpersonal Competence, Job Application, *Job Skills, Learning Modules, Motivation, *Needs Assessment, Persistence, Vocational Adjustment, Vocational Interests, Youth Employment, Youth Problems
Identifiers-California Youth Authority

The purpose of this project was to assess needs in job survival skills of those persons released from California Youth Authority incarceration and then to develop and field-test a curriculum to upgrade the skills which appear weakest. Interviews of a representative sample of 145 parolees were conducted. Findings include some of the following: over 90 percent had found work during the first year of parole, but jobs were lost or given up very rapidly; typically, jobs were low-paying and required few skills; about 30 percent had been fired from at least one job, and 66 percent had quit at least one job; and problems in interpersonal relationships on the job were related both to being fired from a job and to quitting. These findings were used to develop a high-activity, low reading level course consisting of five modules: (1) motivation and orientation to job survival skills; (2) matching skills and interests to jobs; (3) job seeking skills; (4) job getting skills; and (5) job maintenance skills. In a field-test of the course, there were some significant pre- post-class attitude changes about work among twenty-six completers, and the course received very high ratings by students. Subsequent employment indicators of participants were judged as being favorable. (Author/JH)

ED 176 170 CG 013 771

Cohen, Allan J. And Others

Factors Related To Freshman College Attrition.

Pub Date-Apr 79

Note-6p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *College Freshmen, *Dropouts, *Failure Factors, Higher Education, *Persistence, *Self Concept, *Withdrawal

The relationship between freshmen college persistence and self-report variables and objective academic indices is investigated. Follow-up data on persistence or non-persistence was gathered one and one-half years later, allowing one semester for attrition. Results indicate male non-persisters came from relatively low socioeconomic status families and demonstrate lower high school performance than their persisting peers. They do not perceive their role as that of family supporter, and express little emotion at prospects of academic dismissal. Female non-persisters often are married, feel college and grades are of little importance, did not do as well in high school as their persisting peers and expect to acquire fewer academic degrees. They also exhibit lower self-concept than their persisting counterparts. (Author/BEF)

ED 176 194 CG 013 799

Inderlied, Sheila Davis

Antecedent Difficulties in Goal-Setting For Women.

Pub Date-Apr 79

Note-17p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavioral Objectives, Behavior Development, Career Planning, *Decision Making, *Females, *Goal Orientation, *Objectives, *Psychological Patterns, Role Models, Self Concept, Socialization, *Success Factors

Some antecedent causes of the resistance or inability of women to set goals are explored. Aspects of socialization and education which determine the decision-making and goal-setting behavior of women in adolescence and in maturity are delineated. The thesis is put forth that political and societal institutions are, to a great extent, responsible for the inability of women to set formal or informal goals. Hall's (1972) model of coping strategies suggests three general mechanisms for dealing with goal-setting: Type I concerns structural role definition; Type II considers prioritizing role appropriate activities and Type III involves reorientation of role in response to others. A fourth type which may be added to this model includes a broader re-definition of existing social and political structures. Type III may elicit the most support from significant others in coping with conflict. Types I and IV would elicit least support and be most difficult to accomplish. Types I and IV are most closely related to long-range goals in that they require restructuring not only of role but of societal institutions. Strategies which consider each coping mechanism may include self-awareness, other awareness and societal awareness. An integrated analysis of goal-training and attainment places emphasis on individual, institutional and societal remedies and removes traditional responsibility from women themselves. (Author)

Byrne, Brian

Learning to Read: A Discontinuous Imposition upon Language Acquisition.

Pub Date-Jun 79
Note-12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (5th, Lund, Sweden, June 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, Early Childhood Education, *Language Development, *Linguistics, Orthographic Symbols, *Reading Difficulty, *Reading Research, *Reading Skills, Written Language
Identifiers-Oral Language

In arguing that language as speech is to be contrasted with language as writing, this paper examines some facts about the evolution of writing systems, draws upon some experimental studies, discusses the difference between speech and writing as being one of status within human cognitive structure, and notes that the difference may help explain why some children are poor readers. In discussing the history of orthography, it points out that as contrasted with pictographic orthography, the development of sound-based orthographies has been slow and laborious. The paper continues by pointing to research using experiments designed to show what kind of storage children use to remember words (meaning or phonetic) that indicates that language acquisition develops with cognitive maturity. The reported research suggests that children who are poor readers have weaker phonetic storage ability than better readers, and that when phonemes have meaning the phonetic memory is even weaker for poor readers. The paper suggests that reflecting upon surface features of language does not come naturally to people and that symbolic systems that tap into language at that level (such as writing and reading) pose greater cognitive demands than may appear superficially. (TJ)

ED 176 257 CS 204 889

Eckhardt, Caroline D. Stewart, David H.

Towards a Functional Taxonomy of Composition: Today We Have Naming of Parts.''

Pub Date-Apr 79
Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Descriptive Writing, English Instruction, Expository Writing, Higher Education, *Persuasive Discourse, Secondary Education, *Taxonomy, Teaching Methods

Teaching writing on the basis of purposes has certain advantages over teaching on the basis of techniques. The primary advantage is the greater resemblance to ``real writing.'' Most student writing is apprentice work, as students themselves know, but it is far easier to point to nonacademic analogues of the categories of purpose (definition, substantiation, evaluation, and recommendation) than it is to point to the techniques standing alone (exposition, description, narration, process analysis, comparison/contrast, classification, analogy, and so forth). A second advantage of an approach through purposes is that students see progress in their knowledge of rhetoric, for the categories themselves are incremental, building from definition to recommendation. Finally, the approach to writing through purposes returns emphasis to first principles, placing priority on what is needed rather than on how to go about what is needed. Bringing purpose to the fore also brings value implications to the fore, such that once a goal is stated its appropriateness can be addressed. (RL)

ED 176 301 CS 205 143

Crew, Louie

Testing Basics: Battling the Windmills in the University System of Georgia.

Pub Date-Mar 79

Note-8p.; Paper presented at the Annual Meeting of the College English Association (Savannah, Georgia, March 22-24, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills, Higher Education, *Minimum Competency Testing, *Remedial Programs, *Student Placement, *Testing Problems, *Test Validity

Identifiers-*Georgia

A faculty member in a predominately black institution in the University System of Georgia critiqued the basic skills examination used as a placement and exit examination for the remedial program. He found that the local committee that developed the test had not defined what basic skills'' are, set priorities, nor specified degrees of basic.'' In addition, he discovered that at least seven of the items on the test had muddled directions, and that the spelling test was composed of the jargon words of English teachers rather than of common problem words. He sent a critique of the test to selected linguists around the country and received several replies supporting his view that the test was poorly written. In spite of this, the University System of Georgia did not withdraw the test. However, his efforts were not altogether unsuccessful officials now require a writing sample as part of the test and have revised it extensively. (TJ)

ED 176 323 CS 205 182

Smelstor, Marjorie, Ed.

A Guide to the Role of Grammar in Teaching Writing.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison. Univ. Extension.

Pub Date Sep 78

Note-43p.; For related documents, see CS 205 097-100

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, *Composition (Literary), Educational Research, Educational Resources, Elementary Secondary Education, *Grammar, *Learning Activities, Punctuation, Sentence Combining, Writing Exercises

Identifiers-Wisconsin Writing Project

One of a series of guides to the teaching of writing at the elementary and secondary levels, this publication describes grammar activities that relate to writing activities. The introductory sections define major approaches to grammar, summarize the current state of research on the relation of formal grammar to composition, and suggest behavioral goals in grammar for students at elementary, middle school, and high school levels. The major portion of the publication describes grammar activities divided according to those three grade levels. Within each grade level, activities are divided according to five categories: sentence sense, mechanics, grammatical structures, diction and usage, and relationship between sentences. The publication concludes with a bibliography of relevant books and magazines, and a list of selected resources for middle school teachers. (GT)

ED 176 345 CS 502 605

Rosenberg, Joe
Teatro Bilingue: Perspectives and Horizons Pub Date-Aug 79
Note-15p.; Report prepared at Texas A & I University
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Acting, *Biculturalism, *Bilingualism, Children, Culture Contact, *Drama, Ethnic Stereotypes, Higher Education, *Mexican Americans, Self Concept, *Spanish Speaking, *Theater Arts

The two papers presented here reflect on experiences involved in founding and participating in La Compania de Teatro Bilingue, a bilingual theater group at a Texas university that recognizes the commonality of the Mexican-American and Anglo heritages in South Texas. The first paper discusses the need for such a group, explains its goal of including Mexican-Americans in a concept of community, and tells how the group differs from the politically-oriented Teatro Chicano. It also explains the group's orientation toward Latin American dramatic literature; its search for new forms of expression; its experimentations with bilingual theater for children, the story theater form, and the use of multimedia; and the benefits to the actors of working in two languages and of experiencing new cultural exposures. The second paper discusses factors that have contributed to Mexican-American actors' feelings of inferiority in the theater and to a lack of theatrical opportunities for them; and it tells the positive results La Compania de Teatro Bilingue has had in improving the standing and image of Mexican-American actors. It also discusses the presentation of plays dealing with social conditions meaningful to Mexican-Americans and other non-Anglo publics and notes the success of bilingual theater for children. (GT)

ED 176 432 EC 120 116

Fritsch, Gudrun

Elicited Imitation: A Vehicle for Assessing the Language Functioning Level of Echolalic Autistic Children. Final Report 53.8.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jan 79

Grant-G007800003

Note-248p.; Some figures have faint print

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Autism, Child Language, *Echolalia, Exceptional Child Research, *Imitation, *Language Development, Psycholinguistics, Semantics, *Speech Evaluation, Syntax

The booklet discusses and reports on a study of elicited imitation as a vehicle for assessing the language-functioning level of echolalic autistic children. An historical overview is presented of the diagnosis of early infantile autism. The question of whether or not early infantile autism is a distinct syndrome is addressed. The theoretical and empirical orientations to language behaviors of autistic children are delineated, and the existence of an autistic language is discussed. Studies in child language are reviewed, focusing on those in which elicited imitation is utilized to assess language functioning. The study itself investigated the possible semantic influences underlying the echolalic autistic S' imitative performance. Findings are discussed in terms of mean-length-of-utterance, context versus non-context, syntactic construction, semantic relations, and semantic-syntactic complexity. Among other things, the findings did not identify a language characteristic specific and unique to the so-called early infantile autism syndrome. (DLS)

ED 176 530 FL 007 430

Azies, Maria Leticia And Others

Teaching English as a Second Language: A Handbook for Science. Curriculum Bulletin Number 75CBM5, Secondary Level.

Houston Independent School District, Tex
Pub Date 75
Note 158p.
Language English; Spanish
Pub Type Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Anatomy, Anthropology, Astronomy, Bilingual Students, Biology Instruction, Botany, Chemistry Instruction, *English (Second Language), Genetics, Geology, Instructional Materials, Laboratory Procedures, *Language Instruction, Material Development, Measurement, Metric System, Oceanology, Physics Instruction, *Science Instruction, Science Laboratories, *Science Materials, Secondary Education, *Secondary School Science, Second Language Learning, Space Sciences, *Spanish, Spanish Speaking, Zoology

This course guide is intended for classroom use by teachers of secondary level science to Spanish-speaking students of English as a second language (ESL). Both science instruction and acquisition of English scientific terminology are emphasized, within the framework of increasing overall student proficiency in English. The book is prefaced with a rationale to guide the teacher. Units present drills in repetition, substitution, and question answering. Topics covered include the metric system, matter and temperature, solutions, the microscope, the cell, mitosis, genetics, taxonomic classification, record breakers among animals, the human ear, the skeletal system, digestion, flowers and seeds, the structure of the earth, the water cycle, oceanography, astronomy, anthropology, and space exploration. Ample illustrations are provided,, laboratory activities are described, and Spanish translations of many assignments are provided to assist the student in mastering new terminology. (JB)

ED 176 575 FL 010 646

Albanian: Basic Course. Volume VIII, Lessons 73-90.

Defense Language Inst., Monterey, Calif.
Pub Date-Feb 69
Note-181p.; For related documents, see FL 010 626-628, FL 010 634, and FL 010 637-648; Tapes accompany the text
Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940
Language-Albanian; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, *Grammar, *Instructional Materials, *Language Instruction, Postsecondary Education, Reading Materials, *Second Language Learning, Speech Communication, Uncommonly Taught Languages, Vocabulary
Identifiers-*Dialogs (Language Learning)

This eighth of ten volumes of audiolingual classroom instruction in Albanian for adult students contains 18 lessons, each designed to present one or more structural features of the Albanian language. Each lesson consists of a dialogue and a prose narrative which are the center for classroom work, and sentences for translation into Albanian and English. A vocabulary list is attached to each lesson. (JB)

ED 176 068 CE 022 335

Inservice Training for an Interdisciplinary Program in Consumers' Education in Urban, Rural, and Suburban Settings. Final Report.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
Pub Date-Jul 79
Note-73p.; For a related document see CE 022 336
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Consumer Education, Consumer Protection, Credit (Finance), *Inservice Teacher Education, *Interdisciplinary Approach, Money Management, *Performance Based Education, Program Evaluation, Rural Areas, Secondary Education, Suburban Environment, Urban Areas

A project was conducted to provide teachers with training in the development of interdisciplinary, competency-based consumers' education for secondary students located in rural, urban, and suburban settings. One of the outcomes of the project was the development of a Guide for Implementation of Consumers' Education in Rural, Suburban, and Urban Settings: Money Management, Financial Institutions, Credit, Purchasing Goods and Services, Consumer Protection'' (available as CE 022 336). Emphasis was placed upon identifying strategies and utilizing existing consumer education resource materials that would enhance the learning process in these various settings. Pilot test evidence indicated that the inservice training approach provided an effective means to implement instruction in competency-based consumers education. Furthermore, post assessment results showed improvement in students' performance on the consumer skills assessment. (This final report includes a description of the project objectives and how these were met.) (JH)

ED 176 107 CE 022 742

Handley, Herbert M. Walker, Ronald D.

Interaction of Sex Role Bias in Attitudes of Vocational Educators and Students Associated with Students' Entry in Non-Stereotyped Programs of Vocational Education. Final Report.

Mississippi State Univ., State College. Bureau of Educational Research.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Grant-G007702069
Note-225p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Administrator Attitudes, Career Choice, Economic Factors, Educational Attitudes, *Educational Programs, *Enrollment, Measurement Instruments, Parent Attitudes, Relationship, Secondary Education, *Sex Discrimination, Sex Role, Sex Stereotypes, Social Factors, *Student Attitudes, *Teacher Attitudes, *Vocational Education

A study was conducted to assess the relationship of attitudes held by vocational educators, influence of significant others, socioeconomic factors, and the attitudes of students, themselves, to male and female students' enrollment in either traditional or nontraditional programs of study in vocational education. The sample included 641 secondary level vocational students studying in classes traditionally considered hard core'' male or female programs of vocational education and 84 of their educators. Nontraditional subjects included 44 males and 227 females. Six instruments were employed for data collection. Five of these were constructed and validated in pilot studies. They measured career influences and attitudes of teachers and students toward nontraditional studies and work roles for males and females. Results of the study indicated that teacher attitudes, student attitudes (themselves), perceptions of significant others, and socioeconomic factors, in that order of significance, were useful variables for discriminating between traditional and nontraditional students of both sexes. Ninety-four percent of the female subjects and ninety-eight percent of the male subjects were correctly classified as traditional'' or nontraditional'' by a discriminant function loading with these variables. (Author/JH)

ED 176 148 CG 013 749

Plant, Walter T.

Meaningfulness of MMPI Clinical Scale Sex Differences For Hard Drug Abusers and For University Counseling Center Clients.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Drug Abuse, *Measurement Instruments, *Personality Tests, Personal Values, *Predictor Variables, Research Methodology, *Sex Differences, Social Attitudes, Statistical Studies, *Test Interpretation

Identifiers-*Minnesota Multiphasic Personality Inventory

With the resurgence of interest in sex differences research, it is important to use a ``confidence interval'' strategy in organizing and interpreting material rather than a strategy of statistical significance or non-significance. Investigators are urged to go beyond the reporting of statistical significance and to determine something about an index of experimental effect size. These techniques give an investigator some information about advisability in continuing a given line of investigation. This urging is particularly important in research on sex differences wherein typically large samples are studied and small mean differences prove to be statistically significant at or beyond conventionally accepted levels of probability. A number of local sex group comparisons for various measures of attitudes, interests and values have been reported. Knowing a subject's verbal ability level appears to provide a better prediction of selected attitude than does knowing the subject's sex. (PJC)

ED 176 280 CS 205 107

Kluwin, Thomas N.

Research on the Language of the English Classroom: A Disconnected Dream.

Pub Date-Mar 79
Note-18p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, Pennsylvania, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Teachers, *Classroom Communication, Educational Research, *English Instruction, Interaction Process Analysis, Language Research, *Language Usage, *Research Methodology, Research Needs, *Teacher Behavior, *Teacher Education

Methods used in studies of the classroom language of the English teacher are described in this paper and some results of the research are reported. The paper first describes three methods traditionally employed in the description of the language of the English classroom live observation systems, coding systems based on transcripts, and ethnographic studies and indicates which of these methods was used in each of 22 studies. It next characterizes the studies (and two additional studies) according to five types of research designs outlined by M.J. Dunkin and B.J. Biddle: process occurrence, presage-process, context-process, process-process, and process-product. The paper then reports some of the results of the studies, concluding that the findings suggest that English teachers make their classrooms into very dull places, and notes that the findings do not yield much information about the effects of teacher training on the beginning English teacher. It concludes by stating some assumptions about what research should be and by stating that future research studies into the training of English teachers should be holistic and longitudinal, should investigate the process of how teachers learn to think like teachers, should reflect the divisions of the field of English teaching, and should focus on the language of the classroom. (GT)

ED 176 388 EA 012 099

Curriculum. Planning for Lutheran Elementary Schools. E07.

Lutheran Church, Missouri Synod, St. Louis, Mo.

Pub Date-78

Note-24p.; For related documents, see EA 012 093-105

Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.00; $12.50 per set of 13)

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, Curriculum Evaluation, *Curriculum Planning, Elementary Education, *Parochial Schools, Planning Commissions, School Planning, School Policy, School Responsibility

Identifiers-*Lutheran Elementary Schools

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume focuses on curriculum development. It is divided into four parts. The first part deals with the curriculum study committee, its organization and scope of work. Part 2 lists steps to be followed in developing the Lutheran elementary school curriculum. These steps include describing the distinctiveness, the children, and the purpose of the school; identifying subject matter, extracurricular activities, and Christian education experiences provided by the school; and preparing position statements on school issues. Part 3 describes what the principal and faculty must do to implement the curriculum committee's findings. Curriculum evaluation is dealt with in part 4, including whom to involve in evaluation, the schedule and procedures for evaluation, and suggestions for an assessment questionnaire. (LM)

ED 176 409 EA 012 138

Licata, Joseph W. Ellis, Elmer C.
Field Manual. Project ROME FOCUS.
Valdosta State Coll., Ga.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.
Pub Date-78
Note-112p.; For a related document, see ED 119 295; Occasional pages contain light print and may not reproduce clearly
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrator Education, Charts, Inservice Education, Instructional Programs, *Lesson Plans, Models, *Principals, *Problem Solving, *Program Descriptions, *Teachers, Training Objectives
Identifiers-Georgia, *Project ROME FOCUS

The program described in this manual is Project ROME-FOCUS a field-oriented, competency-based instructional program for school administrators pursuing the sixth-year degree at Valdosta State College, Georgia. It is designed to help principals work more effectively with teachers in solving school problems. The manual is intended for use by both the instructor assigned to train a group of school administrators participating in the program and for the administrators themselves. The four main sections include (1) a program description stating all program activities and objectives, (2) lesson plans to be used by the supervisor in training participants and by participants in working with their teachers, (3) appendices that provide supplementary materials relevant to both the program design and lesson plans, and (4) visual aids for use in seminars and school meetings. According to the manual, the theoretical basis for problem-solving is consequence analysis or the competency of an administrator measured in terms of observable outcomes. Each program objective presented is organized in a way that attempts to help a school administrator apply this model in solving an instructional problem in his or her own school. (Author/LD)

ED 176 452 EC 120 454

Shaw, Mollie

The New Federal Education Laws for Handicapped Children Promise, Programs, Problems.

New York City Office of the Mayor, N.Y.

Pub Date Oct 78

Note-78p.

Pub Type Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Educational Programs, *Federal Legislation, *Handicapped Children, *State Programs, *Teacher Attitudes, Teacher Education

Identifiers-Education for All Handicapped Children Act, Implementation, New York, *Rehabilitation Act 1973 (Section 504)

The report examines the problems and promises of the new federal education laws for the handicapped (Section 504 of the Rehabilitation Act of 1973 and P.L. 94-142, the Education for All Handicapped Children Act) as implemented in New York state. An introductory section explains the tenets of the laws, including requirements for program accessibility of Section 504 and individualized education programs of P.L. 94-142. The section on implementation includes a comparison of New York's and Louisiana's state plans, a brief consideration of implications for parochial schools, and a description of compliance reviews by the Bureau of Education for the Handicapped. A section entitled "The Reality Factor" surveys such aspects as attitudinal barriers, teachers' unions responses, and inservice and preservice teacher education. A proposal for an outreach program for parents of secondary school handicapped children is included. Among five appendixes is an outline of evaluation, placement, and due process procedures under P.L. 94-142 and Section 504. (CL)

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-76
Contract-OEC-0-74-7892; OEC-2-70-0051
Note-558p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-Affective Behavior, Diagnostic Teaching, Elementary Secondary Education, *Handicapped Children, Hygiene, *Instructional Materials, Language Arts, Material Development, Mathematics, Music, Phonics, Physical Education, Prevocational Education, Reading Instruction, Reading Readiness, Sciences, Self Care Skills, Self Concept, Sensory Integration, Sensory Training, Social Studies, *Teacher Developed Materials, Vocational Education
Identifiers-SER LARS (Information System)

The sixth of nine volumes in the Special Education Resources Location Analysis and Retrieval System (SER-LARS), a diagnostic-prescriptive instructional data bank for teachers of handicapped children, presents an inventory of teacher-made and commercially adapted instructional materials. The instructional materials are organized by accession number and include information on title, publisher (source), content descriptor(s) of learning objective, construction materials needed, description of construction, and directions for use. Materials are described for the following subject areas (sample subtopics in parentheses): sensory/perceptual/cognitive development; affective development (self concept); reading (readiness, phonics, vocabulary, language arts/use English grammar and composition, handwriting); mathematics (numeration, fractions/decimal/percent); social studies (economics, geography); science (physical science); coordination and physical education (gross motor skills, adaptive physical education); self care (toileting, drinking); prevocational/vocational skills (activities of daily living); fine arts and music; self knowledge/social interaction; and handicap related materials. (CL)

Elementary French Resource Book.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

Pub Date-76

Note-80p.; For related document see FL 010 544

Available from-Publication Services, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 1X4

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Elementary Education, Fles, *Fles Guides, *Fles Materials, Fles Programs, *French, Instructional Aids, Instructional Materials, *Language Instruction, Language Programs, Language Tests, Measurement Techniques, Reference Materials, *Resource Guides, *Second Language Learning, Supplementary Textbooks, Textbook Content, Textbooks, Textbook Selection

Identifiers-Canada (West)

This guide was prepared to assist teachers in selecting appropriate learning resources and evaluation methods for their French classes. It is divided into five parts: (1) an evaluation of commerical FLES programs and recommendations on appropriate grade levels for them; (2) a list of supplementary books and audio-visual material, with a description, rating, and recommended grade level for each one; (3) a list of recommended reference materials including dictionaries and professional literature; (4) practical suggestions for types of evaluation; and (5) useful addresses with brief descriptions of what is available at each address. (AMH)

ED 176 030 CE 021 350

Career Resource Center. Interim Report. New Albany - Floyd County Consolidated School Corp., Ind.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date—78

Grant-G05-76-00217

Note-115p.; Some parts of this document will not reproduce well due to small or weak print

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Career Choice, *Career Development, *Career Education, Elementary Secondary Education, *Experiential Learning, Occupational Guidance, *Program Development, *Program Effectiveness, Program Evaluation, Staff Improvement, Vocational Interests

Identifiers-*Indiana (Floyd County), *Indiana (New Albany)

A program was developed to facilitate career decision-making capabilities in a K-12 experience-based career education (EBCE) program by expanding students' self-awareness and occupational and curricular awareness. During its second year, the program implemented occupational and career components in K-12 by providing teaching kits, learning activities, visits to the Area Vocational Center, guidance sessions, and placing students in exploration experiences. Evaluation was conducted by a third party and focused on the sophomore and junior EBCE program. To measure career education outcomes for participating students, the Career Orientation Battery was administered to eighty-two EBCE students and sixty-nine comparison students. The results showed no significant differences between the two groups. Evaluation questionnaires were filled out by students, parents, site coordinators, teachers, counselors, and administrators. Their perceptions strongly suggest that the program is successful in assisting students in clarifying and/or identifying their occupational interests by providing EBCE orientation sessions for staff development and two "Operation: Staff Exploration Experience (SEE)" sessions to provide more information to staff about EBCE activities. (The appendixes include publicity articles, evaluation forms, and agendas for staff development sessions.) (ELG)

Forgione, Pascal D., Jr. Orth, Mollie N.

Department of Defense Curricula: Information Concerning Conversion for Civilian Use.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date Jan 79
Contract-300-78-0032
Note-278p.; Some of the appendix materials may not reproduce well due to small type
Pub Type Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Curriculum Development, Curriculum Evaluation, *Curriculum Research, Demand Occupations, *Evaluation Criteria, Health Occupations Education, *Instructional Materials, Measurement Instruments, *Military Training, *Vocational Education
Identifiers *Allied Health Occupations

Designed to assist in the selection of national priorities for the conversion of military curricula to civilian use, a study selected curricula pertinent to occupations with high growth potential and evaluated them against criteria important for curriculum conversion decisions. Procedures consisted of identification of priority occupational areas within the scope of vocational education, selection of candidate military courses for review, acquisition of course materials, and review and evaluation of materials. Some 150 military courses were identified as relating to thirty-five priority occupational areas. From these, twenty courses in allied health, environmental health, and occupational safety and health were selected for review in the first year. Course review guides were derived from an analysis of the components of vocational curriculum development as contained in contemporary Instructional Systems Design (ISD) models. Vocational education subject matter specialists, curriculum development specialists, and a commercial publisher performed the reviews. Conclusions were that military curricula (1) are available to meet curriculum needs, (2) generally have well-stated course goals and objectives but require attention to lesson objectives, (3) demonstrate a high degree of technical accuracy, and (4) usually include a variety of instructional strategies but often lack classroom management strategies. (Course descriptions, evaluations, and review guides are included.) (JT)

ED 176 088 CE 022 651

Kasworm, Carol E.

A Society of Elders: Education Only for the Old?

Pub Date-22 Oct 78

Note-22p.; Paper presented to the Education Section of the World Future Society (Clear Lake City, Texas, October 22, 1978); The figures and table at the end of this document will not reproduce well due to small, light print

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Continuous Learning, *Educational Change, Educational Needs, Educational Trends, Employment, *Futures (of Society), *Labor Force, *Leisure Time, *Older Adults, School Industry Relationship, *Sociocultural Patterns

North America and Europe are being transformed into a society of elders primarily due to improvements in medical technology and the reduction in the birth rate. Traditional life constructs are no longer valid. The futurist must begin to explore new systems which provide a viable synergistic relationship among education, work, and leisure. Educational leaders are exploring the concepts of lifelong learning and recurrent education. The primary goal is to break up the present age-segregated youth ghetto of education and create multidiversional systems infused with concepts of lifelong learning for all age groupings. Within the work sector, education should become a valuable adjunct, intermeshed with ongoing labor efforts. The future possibilities of this interchange make this option to adult learners a very attractive one. Finally, the concept of leisure is changing as our society is changing. It has value and importance for the self-explorational, creative side of human beings. It must be interwoven with education and work, while also maintaining its own sense of value with the growth of the individual and within the relationship of roles to the life cycle. (JH)

ED 176 126 CE 022 822

Robbins, J. Nevin

ERIC Resource Management Workshops Special Report on School System Standing Order Customers.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Contract-400-76-0122

Note-70p.; For a related document see CE 022 821

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Clearinghouses, Information Centers, Information Services, *Information Systems, Information Utilization, Management, Program Administration, Program Improvement, *School Systems, User Satisfaction (Information), *Use Studies, *Workshops

Identifiers-*ERIC

This report summarizes descriptive information on school systems and school system-related organizations that maintain complete files of ERIC (Educational Resources Information Center) materials. The data reported were provided by participants in a series of regional workshops held throughout the United States on information management practices for organizations which have standing orders to receive most ERIC materials. The report is organized into three major sections. Part 1 discusses the administration, workshop structure, and analytical processes employed in conducting the project. Part 2 presents the results and findings of the workshops that relate specifically to school system standing order customers (SOCs). These findings are discussed in six sections: (1) the extent of participation by school system SOCs; (2) the ERIC-Related services provided by school system SOCs; (3) the availability of ERIC-related resources such as indexes and microfiche readers; (4) the extent to which ERIC resources are used at school system SOC locations; (5) the availability of existing library management data; and (6) the concerns and needs of SOCs. Finally, part 3 includes four appendices to provide specific details on the project and the school system SOCs. (For extensive statistics on all SOCs and verbal information from workshop participants, see ERIC companion document, CE 022 821.) (BM)

ED 176 171 CG 013 772

Communicating With Our Sons and Daughters.

Multicultural Drug Abuse Prevention Resource Center, Arlington, Va.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Div. of Resource Development.
Report No.-ADM-78-697
Pub Date-78
Contract-271-75-4024
Note-18p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (017-024-00772-2)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Alcohol Education, *Drug Education, *Family School Relationship, *Mexican Americans, *Minority Group Children, *Parent Child Relationship, *Parent Education, Parent Role, Self Esteem

This booklet examines the role of Mexican American parents in the educational lives of their children. Information is also included to help parents understand the reasons behind drug and alcohol abuse and to help them lessen the chances of their children becoming victims. Using pictorial representations as illustrations, this booklet explains what parents can actively do to help children develop into responsible adults: becoming involved in the schools, instilling values and attitudes, and providing love and encouragement. Chicano parents should help their children develop a positive self-image. (Author/BEF)

Fredrick, Wayne And Others

Procedures and Use of Time in Reading Classes in High-Gain and Low-Gain Elementary Schools in Chicago.

Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Statistics, Elementary Education, High Achievers, Low Achievers, *Reading Achievement, *Reading Research, Teaching Skills, *Time Factors (Learning)
Identifiers-*Illinois (Chicago)

A study of 39 elementary schools in Chicago was conducted to compare two sets of schools, those whose students made above average yearly gains in reading comprehension and those whose students' reading gains were below average. These schools were compared on the proportion of time spent on task, on what the teacher and pupils did during reading instruction, and the rated qualities of the teachers and pupils on subjective measures. The sets of schools did not differ on class size, staffing costs, number of non-English speaking students, experience or education level of teachers, percent of minority pupils, retention rate, reading appropriations, assaults, vandalism, security costs, or suspensions. The proportion of time that reading was the teacher's main task differed significantly and the teachers in high gain schools were rated by observers to have better organized lessons and to be better managers of time. (The classroom observation form used in the study is included.) (TJ)

ED 176 367 EA 012 063

Application of Computer Assisted Energy Analysis Seminar (Pittsburgh, Pennsylvania, April 12-14, 1977).

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.
Pub Date-Apr 77
Note-253p.; Parts of Section VI may not reproduce clearly
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Administrative Personnel, Air Conditioning, *Building Operation, *Computer Programs, Consultants, Cost Effectiveness, Data Collection, Electrical Systems, *Energy Conservation, *Facility Requirements, Heating, Higher Education, *Life Cycle Costing, Simulation, *Systems Analysis, Utilities

The intent of this seminar presentation was to demonstrate that with proper care in selecting and managing energy analysis programs, or in choosing commercial services to accomplish the same purposes, universities and colleges may derive significant benefits from efficient and economical use and management of their facilities. The workbook begins with an overview of energy analysis followed by a description of the types of computer programs available and various levels of analysis. The concept of time value of money is explained and steps for calculating a life-cycle cost analysis are given. Interpretation and application of the results of a computer energy analysis provide examples of daily solar loads revealed by the computer program and some of the control strategy possible. The staff and training requirements and procurement and management of a computer program are discussed. A directory of energy consumption analysis programs and a summary of one consultant's computer programs and presentation graphics are included. Two case studies describing the application of computer assisted energy analysis illustrate both the process and results that may be obtained. (Author/MLF)

ED 176 491 EC 120 548

Kellner, Robert, Ed.

Abstracts of Title IV-C Projects: Fiscal Year 1978.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.-WSDPI-Bull-8072

Pub Date-78

Note-139p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Federal Aid, Federal Legislation, *Gifted, *Handicapped Children, *State Programs, *Talented Students

Identifiers-*Elementary Secondary Education Act Title IV, *Wisconsin

The report briefly describes 102 educational projects (28 of which have to do with gifted/talented or handicapped students) in the State of Wisconsin, which were awarded federal grants during the fiscal year 1978 under ESEA Title IV-C of Public Law 93-380. The report is divided into four sections: feasibility studies, adopter/adapter projects, demonstration/dissemination projects, and innovative/exemplary projects. Under each project are listed its title, its audience, the name of its coordinator and Wisconsin Department of Public Instruction supervisor, the amount of its grant award, and a brief description of the project's goals and purposes. (DLS)

ED 176 510 EC 120 605

Kirchman, Mary P. And Others

Interagency and Interdisciplinary Approaches to Meeting Needs of Developmentally Disabled.

Pub Date-Apr 79

Note-38p.; Papers presented at the Annual International Convention (57th, Dallas, Texas, April 22-27, 1979)

Pub Type- Reports - Descriptive (141) - Collected Works - General (020)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Community Programs, *Custodial Mentally Handicapped, Delivery Systems, *Developmental Disabilities, Elementary Secondary Education, *Interagency Cooperation, Interdisciplinary Approach, Mentally Handicapped, Rural Education, Severely Handicapped, *Teamwork, *Trainable Mentally Handicapped

The document reports on the Communitization Integration Team, a joint interagency planning project whose major goal was to develop, within a two county area, models for the cooperative delivery of community based services to school age developmentally disabled children, particularly the severely-profoundly retarded. Initial sections cover project goals (including a public education-public awareness program) and the development of services in a rural county. Project planning methods are reported in a third section. The role of the team in planning the school program is discussed in terms of four major goals (among which is the development of a full service plan to meet the individualized education program needs of the students). Section 5 considers the status of services at the beginning of the project, the role/program of the training center for mentally retarded persons not eligible for public school or vocational rehabilitation services, and constraints on joint programing. Final sections review public education efforts of the team to foster normative interactions for trainable and severely mentally retarded students, and the format and design of services developed in a rural county. (SBH)

ED 176 195 CG 013 800

Barrios, Billy A. Peterson, Lizette

Primary Prevention: The Only Course of Action.

Pub Date- 79
Note-12p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)
Available from-Department of Psychology, 201 McAlester, University of Missouri - Columbia, Columbia, MO
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Science Research, Interaction Process Analysis, *Intervention, *Prevention, *Researchers, *Research Methodology, Skill Development, Social Problems, *Social Science Research, Statistical Analysis

Some of the distinguishing features associated with behavioral prevention methodology are discussed. Behaviorists for Social Action have already implicitly identified target populations for preventive interventions, and the two distinct populations which have been identified can form the focus of preventive endeavors. The dissimilar populations are those individuals who are most at-risk for employment problems and those most at-risk for discriminatory hiring. Various research skills which behaviorists must acquire in order to competently initiate and evaluate prevention programs are enumerated: epidemiological research skills, experimental group design, statistics and measurement techniques, sampling techniques, assessment techniques, and psychometric principles. Finally, primary prevention represents the only approach which can effectively and comprehensively deal with critical social problems. (Author/BEF)

Sternglass, Marilyn S.
Creating the Memory of Unheard Sentences.

Pub Date-Feb 79
Note-14p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (14th, Orlando, Florida, February 8-10, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Composition (Literary), Higher Education, Kernel Sentences, *Language Processing, *Memory, *Phrase Structure, Secondary Education, Sentence Combining, Syntax, Teaching Techniques, *Transformation Generative Grammar, *Writing Skills
Identifiers-*Composition Process

Combining concepts of cognitive theory with those of rhetoric and linguistics can help writing teachers understand the kinds of activities that will enable basic writers to produce syntactic constructions appropriate for the content they have generated. A review of research studies of sentence combining, syntactic constructions, grammatical chunking, and other transformational theories demonstrates the necessity for understanding the input of short-term memory on language-processing activities. After determining that a student in fact has difficulty with a particular transformation, such as infinitive phrases, increasingly complex appropriate exercises can be designed so the student can reconstruct them correctly and eventually rewrite previously written papers using that transformational structure. The intent of such sequenced activities is to accustom students to using sophisticated syntactic patterns without averting their attention from the content of their writing. Teaching the process of revision becomes easier when inexperienced writers understand that short-term memory limits their ability to convey full meaning in a first draft, and the ability to "chunk" sophisticated syntactic structures can help them hold more content in memory while writing down their thoughts. Language-processing activities should be designed to make language a tool that serves content. (AEA)

Lehman, Barbara A.

Children and Sexist Literature: The Challenge of Critical Reading.

Pub Date- 76
Note-15p
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childhood Attitudes, *Childrens Literature, *Critical Reading, Educational Research, Elementary Education, Females, *Reading Material Selection, *Role Perception, Sex Discrimination, *Sex Stereotypes

This review of research on sexism in children's literature considers alternatives to the dilemma of whether to discard children's books that contain stereotypes or to risk bestowing those stereotypes on today's children. Among the issues considered are: the effect of sex-role stereotyping on a child's level of intellectual functioning; the relationship of children's literature to sex-role stereotypes; the either negative or one-dimensional portrayal of women in nursery rhymes, folk and fairy tales; and literature written up to and during the period of a resurgence of feminism. Suggestions include an emphasis on self-definition for today's child and literature-related activities that can enhance critical awareness of sex-role stereotyping. (AEA)

ED 176 324 CS 205 184

Boyd, Zohara Buchanan, Harriette Cuttino

English as a Second Language Techniques in Developmental Writing.

Pub Date-Mar 79

Note-8p.; Paper presented at the Annual Meeting of the College English Association (Savannah, Georgia, March 22-24, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Developmental Programs, *English (Second Language), English Instruction, Higher Education, *Remedial Instruction, Teaching Methods, *Writing Skills

Some of the attitudes, expectations, and techniques of the English as a second language (ESL) teacher and the ESL student may be profitably applied in the developmental composition classroom. Although developmental students are native English speakers, many of them react to formal, written English as if it were a foreign language. Fostering ESL attitudes in students means helping them to recognize that their errors stem from lack of knowledge not lack of intelligence and encouraging them to admit their resentment at being placed in a developmental section. ESL attitudes that developmental teachers might adopt include lowering expectations of students' initial writing performance, being more patient with mistakes, and recognizing that students often lapse into using ``interlanguage'' (dialect that is midway between old grammatical patterns and new ones being acquired). ESL techniques can also prove useful in teaching certain points of grammar through drill, in helping students structure and develop their writing by providing transitions from drills to composition, and in correcting their papers by marking their errors with generic rather than specific terms. (AEA)

ED 176 346 CS 502 612

Miller, Annetta K.

A Guide to the FDA.

Freedom of Information Center, Columbia, Mo.

Report No.-FOI-407

Pub Date-Jul 79

Note-7p.

Pub Type- Guides - General (050) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Federal Government, *Federal Regulation, Health Education, *Information Seeking, *Information Sources, Information Storage, Journalism

Identifiers-*Food and Drug Administration

The United States Food and Drug Administration (FDA) collects information in seven areas: foods, cosmetics, human drugs, animal drugs and feeds, medical devices, biologics, and electronic radiological products. By using procedures outlined in the Freedom of Information Act, the public may get specific information from such FDA files as inspection sample results, compliance and regulatory actions, hearing clerk records, FDA administrative files, and reports to the Department of Health, Education, and Welfare. (RL)

ED 176 433 EC 120 117

Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase I: Final Report. Volume II: Reference Tables.

Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-24 Oct 78
Contract-105-76-1113
Note-298p.; For related information, see EC 113 810-811
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Demography, Enrollment, *Handicapped Children, *Mainstreaming, *Preschool Programs, *Program Evaluation
Identifiers-*Project Head Start

The booklet presents the reference tables for the Phase I Final Report on the Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Data presented focuses on three areas: program-specific data on Head Start programs, child-specific data for sample handicapped children, and program-specific data on non-Head Start programs. Instruments used in the study included questionnaires, interviews, and observations. Among the purposes of the study were: 1) to describe the enrollment and termination procedures used, and the types of handicapped children enrolled, in the various preschool programs; 2) to describe facilities and equipment in Head Start centers; 3) to determine program demographic characteristics; 4) to describe services provided to the child; 5) to determine the extent of social integration of the child in the classroom; 6) to describe the characteristics of the child's service [illegible] and the types of services provided; 7) to analyze [illegible] diagnostic files; 8) to determine program character[illegible] typically provided to handicapped children; and 9) [illegible] program facilities and equipment. (DLS)

ED 176 531 FL 007 431

Azios, Maria Leticia And Others

Teaching English as a Second Language: A Handbook for Social Stuides. Curriculum Bulletin Number 75CBM6, Secondary Level.

Houston Independent School District, Tex.

Pub Date-75

Note-119p.

Pub Type-Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Bilingual Students, Cultural Education, *English (Second Language), Geography, History, Instructional Aids, *Instructional Materials, *Language Instruction, Material Development, *Mexican American History, Mexican Americans, Secondary Education, Second Language Learning, *Social Studies, Social Studies Units, *Spanish, Spanish Speaking

Identifiers-*Texas

This book of activities and exercises is intended as a guide for a course in secondary level English as a second language (ESL) for Spanish-speaking (especially Mexican-American) students. Increased proficiency in English is fostered by the examination of the Mexican-American cultural heritage. The material presented is useful in a variety of ESL teaching activities, including drills and exercises in repetition, substitution, transformation, memorization, directed questioning, and guided discussion. The book is prefaced with a rationale to guide the teacher, and each unit offers specific suggestions for audiovisual materials and other teacher aids to be incorporated into the classroom presentation. The units cover the following subjects: self-concept, civil rights, racial and ethnic groups in America, social awareness, music and culture, wedding customs, the folk tale, poetry, using maps, the Indians of Texas, the U.S. government, the industrial revolution, World War II, and world geography. The course is unified by the continuing project of constructing a bulletin board time-line of Mexican history. (JB)

ED 176 576 FL 010 647

Albanian: Basic Course. Volume IX, Lessons 91-110.

Defense Language Inst., Monterey, Calif.

Pub Date-Apr 70

Note-245p.; For related documents, see FL 010 626-628, FL 010 634, and FL 010 637-648; Tapes accompany the text

Available from-Defense Language Institute, Foreign Language Center, Nonresident instruction Division, Presidio of Monterey, California 93940

Language-Albanian; English

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, Idioms, *Instructional Materials, *Language Instruction, Military Science, Postsecondary Education, Reading Materials, *Second Language Learning, Speech Communication, Uncommonly Taught Languages, *Vocabulary

Identifiers-*Dialogs (Language Learning)

This ninth of ten volumes of audiolingual classroom instruction in Albanian for adult students contains 20 lessons designed to apply the student's knowledge of the Gege dialect to the Toske dialect, and to introduce military terminology. Each lesson consists of a dialogue and a prose narrative that are the center of classroom work, and sentences for translation into Albanian and English. A vocabulary list is attached to each lesson. (JB)

ED 176 012 CE 019 400

Develop a State Plan for Career Education. Final Report, July 1, 1976 to June 30, 1977.

Utah State Board of Education, Salt Lake City
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- Sep 77
Grant-G007604368
Note-249p.; Not available in hard copy due to small type and weak print throughout the document; For related documents see ED 132 284 and ED 138 786
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Educational Needs, Educational Objectives, *Educational Planning, Elementary Secondary Education, *Needs Assessment, Parent School Relationship, School Community Relationship, *Statewide Planning
Identifiers-Education Amendments 1974, *Utah

A draft for a state plan for career education was developed in Utah. To provide the necessary information on which to base such a plan, career education needs assessments were conducted of students on the elementary and secondary school levels. Eight questionnaires were also developed and administered for an institutional needs assessment. The areas focused on in this assessment were the five major areas to be considered in the state plan: curriculum, training, guidance and counseling, community, and planning and evaluation. The questionnaires were sent to district personnel, secondary school teachers and principals, career education coordinators, elementary school teachers and principals, presidents of the PTA, and 500 businesses. Also sent to every elementary and secondary school were checklists to take an inventory of career education materials. A Career Education Conceptualizers and Planners Committee met to consider the needs identified by these assessments and to prioritize them for each of the five areas of the state plan. The committee also established one- and five-year objectives and, with the assistance of the State Career Education Advisory Council, developed a draft of the state plan. (The appendixes contain membership lists for the council and committee; summaries of the needs assessments and the questionnaires and checklists used; and the draft state plan with its supporting attachments.) (ELG)

ED 176 069 CE 022 363

Weis, Lois

Housewifery'' in the High School: The Quest for Social Control, 1805-1915.

Pub Date-Apr 79

Note-28p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American History, *Educational History, Educational Trends, *Females, *High School Curriculum, Historical Reviews, *Home Economics, *Sex Role, Social Factors, *Social Problems, Sociocultural Patterns

A critical issue at the turn of the century was the women's role in urban America. According to numerous experts'' of that time, the very future of the nation depended upon the successful resolution of this woman problem.'' The family was in a state of decline and the falling white Anglo-Saxon Protestant birth rate was considered tantamount to race suicide.'' Sociologists, home economists, and educators saw the science of consumption'' as a solution to the woman problem.'' However, this inclusion of domestic science into the high school curriculum could be viewed as being linked to a broader movement toward differentiation by race, social class, and gender, as well as to broader fears of race suicide'' and discussions of woman's place'' in the new industrial order. Teaching the principles of home economics could have also been viewed as an attempt at that time to curb labor unrest. If women were taught to run a household scientifically,'' man's wages presumably would be sufficient to cover the cost of operating a home. This would reduce tendencies toward demands from labor and ultimately maximize profit for the corporate capitalists. In addition to combatting race suicide,'' solving the woman problem'' would allow for the growth of American capitalism. (JH)

ED 176 149 CG 013 750

Loschiavo, James F.

An Approach to Identifying and Serving the Total Needs of Older Americans in the Community.

Pub Date-20 Nov 78
Note-62p.; Paper presented at the Conference of the Gerontological Society (31st, Dallas, Texas, November 16-20, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Services, *Gerontology, Home Management, Identification, *Needs Assessment, *Older Adults, Personal Care Homes, *Senior Citizens, Social Recreation Programs, Visiting Homemakers

Fifteen recommended steps of an approach useful for identifying and serving the total needs of older Americans within their communities are delineated. Three broad types of need criteria discussed are normative need, felt need, and prior receipt of service need. The approach is illustrated by actual data from a 1976 study in Cleveland, Ohio. Continued research is needed to test out the basic assumptions underlying this approach to needs assessment, with respect to cost-efficient services, existing community services, and the extent to which the measures for determining normative need are good proxies for determining true need. Five attachments are included: indicators of normative need for four services, indicators of felt need and prior service need for four services, definition of 28 services identified in the Cleveland study, the format of the data collection instrument sent to 118 agencies in Cleveland, and six tables of data from the Cleveland study. (Author)

ED 176 172 CG 013 773

Horton, Davis M., Comp. Kravitz, Marjorie, Comp.

The Female Offender: A Selected Bibliography.

Aspen Systems Corp., Germantown, Md.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Jan 79
Contract-J-LEAA-76-023-77
Note-56p.
Available from-National Criminal Justice Reference Service, Box 6000, Rockville, MD 20850
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, *Annotated Bibliographies, *Correctional Rehabilitation, Criminal Law, *Criminals, *Females, *Prisoners, *Resource Materials

Three themes run through this collection of citations which represent a small fraction of literature on the adult female offender. One is the ideology, implications, and impact of criminological theory to the study of female crime and criminality. A second theme treats the legal and procedural mechanics of justice administration. The final theme reflects the management, discipline, and discharge of convicted female offenders. The reader can obtain a general understanding of the history, practices, issues and trends in the study of adult female offenders, and be able to make a discriminative selection of entries for further study. The bibliography focusses on literature from 1965 through 1978 and is arranged alphabetically by author. Classics are excluded. Documents were selected from the data base of the National Criminal Justice Reference Service. (BEF)

Kean, Michael H. And Others

What Works in Reading? Summary and Results of a Joint School District/Federal Reserve Bank Empirical Study in Philadelphia.

Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-May 79
Note-67p
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Class Size, Elementary Education, Grade 4, *Grouping (Instructional Purposes), Principals, *Reading Achievement, Reading Consultants, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, Teaching Techniques
Identifiers-*Basal Reading, *Reading Teachers

More than 1,800 Philadelphia fourth grade students were involved in a study of reading instruction in the Philadelphia elementary schools conducted during the school year 1975-76. Four critical factors were noted as improving reading achievement in the district's elementary schools: the use of the linguistic basal approach to reading instruction, former reading professionals as principals, more time spent in the classroom during class hours by the teacher as opposed to professional or nonprofessional absences, and the use of a combination of whole class instruction and small group instruction. Some of the variables that produced no difference in reading achievement scores were the mobility of the students and busing, the amount of education and experience of the principal, the number of graduate courses in reading taken by the classroom teacher, the professional preparation and experience of the school reading teacher, the time spent on reading instruction, and the small size of classes. (MKM)

Foote, Joe S.

Congressional Perceptions of Network Television Coverage of the United States House of Representatives.

Pub Date-Aug 79
Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, Bias, Broadcast Television, *Communication Problems, *Federal Government, *Information Dissemination, *Legislators, *News Reporting, *Television Research
Identifiers-*House of Representatives

In response to a 34-item questionnaire, 112 members of the United States House of Representatives gave their opinions of network television coverage of House activities and members. It was found that respondents believed that their access to network television is poor when compared to the President and to the Senate, although their actions are as newsworthy as other branches; although the data on individual media access indicate no significant differences in the network coverage of Democrats and Republicans, Republican respondents perceived a political bias against them in network news while the Democrats did not; and respondents on the whole were dissatisfied with network television coverage of the House, believing it to be both inadequate and negative. In addition, the results showed the respondents belief that institutional changes within the House would substantially improve media coverage was eroding. (TJ)

ED 176 389 EA 012 100

Financial Planning and Accounting Handbook for Congregations and Schools. Planning for Lutheran Elementary Schools. 108.

Lutheran Church, Missouri Synod, St. Louis, Mo.

Pub Date-78

Note-60p.; For related documents, see EA 012 093-105

Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.50; $12.50 set of 13)

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Bookkeeping, *Budgeting, Elementary Education, Long Range Planning, *Parochial Schools, *School Accounting, School Planning

Identifiers-Charts of Accounts, Financial Projections, Financial Statements, Fund Accounting, *Lutheran Elementary Schools

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this handbook focuses on financial planning and accounting systems for Lutheran schools and congregations. A chart of accounts is presented as the foundation for building the accounting system. Financial statements and other reports are based on the chart of accounts and a bookkeeping system that includes fund accounts. Budget formats, procedures, and time lines are described as being built around the financial statements and based on the concept of an integrated system. Finally, five-year financial projections are developed that have as their foundation the budgets, financial reports, and chart of accounts. Sample financial statements and charts of accounts for both church and school are included. (Author/JM)

ED 176 410 EA 012 139

Enochs, James C.

The Restoration of Standards: The Modesto Plan. Fastback 129.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date-79

Note-35p.; Not available in paper copy due to small print size of original document

Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47402 ($0.75; $0.60 to PDK members; quantity discounts; $1.00 handling fee will be charged on orders under $5.00 if payment is not enclosed)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Standards, *Administrator Role, *Educational Accountability, Elementary Secondary Education, Principals, *Program Descriptions, *Student Responsibility, Students

Identifiers-*Modesto Public Schools CA

This pamphlet discusses the Modesto Plan, a program designed in 1976 by the Modesto (California) city schools to restore educational standards and public confidence. The school system's statement of principles is defined first, followed by a lengthy discussion of the major elements of the program academic expectations and student behavior. Specifics for dealing with problems in these areas are then examined in detail. (Author/LD)

ED 176 453 EC 120 455

Armstrong, Mary Lee

Developing and Monitoring Individual Education Plans for Handicapped Children.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 30 Sep 78

Note-150p.; Individual Practicum Report; Nova University

Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Administration, *Educable Mentally Handicapped, Elementary Secondary Education, Evaluation Methods, Exceptional Child Research, Federal Legislation, *Handicapped Children, *Individualized Programs, *Learning Disabilities, Mentally Handicapped, Models, *Program Development, *Program Evaluation

Identifiers-Education for All Handicapped Children Act

The practicum was designed to develop, implement, monitor, and evaluate a management system for developing and monitoring individual education plans (IEPs) for handicapped children as mandated by P.L. 94-142, the Education for All Handicapped Children Act. The products included an expectancy formula for educable mentally retarded (EMR) and learning disabled (LD) children, a teacher training component, and forms and procedures for implementing the evaluation process. IEPs were developed and monitored for more than 200 EMR and LD children in the rural school system in south Georgia. An analysis of the results of the IEPs on student achievement was reported. For handicapped children who had not received an individualized program prior to the utilization of the individual education plan, the data indicated statistically significant gains in reading and mathematics. Noted among other findings are that the direct costs of the management system program was minimal, that the most crucial factor in the effort was allocation of time, and that there were a few teachers who were amazed that someone would inquire as to the process in implementing the individual education plan. (Appendixes include an IEP monitoring guide, a sample IEP, student evaluation data, and an evaluation process scale.) (Author/SBH)

Ligon, Glynn And Others
Final Technical Report. ESEA Title VII Bilingual Project 1974-1975.
Austin Independent School District, Tex. Office of Research and Evaluation
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Jun 75
Note-[illegible], Project N 50163SA
[illegible] Type- Reports - Descriptive (141)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-Academic Achievement, *Bilingual Education, Bilingual Schools, Bilingual Students, *Educational Assessment, Educational Environment, Educational Objectives, *Educational Policy, Elementary Education, Language Dominance, Language Instruction, Language Programs, *Program Evaluation, School Districts, Second Language Learning, *Spanish Speaking
Identifiers-*Bilingual Education Act 1968, *Elementary Secondary Education Act Title VII

This Bilingual Project reviewed here included 2,406 students in grades kindergarten through 6 on 16 campuses in 3 types of project schools. Student outcomes are viewed in relation to the instructional processes conducted and the inputs provided through project resources. All this is considered within the context of the overall instructional program. A generally high level of attainment was found for objectives related to instructional processes and project inputs. On the other hand, it was found that development of local curriculum units did not occur, and that parent volunteers were frequently not present during classroom instructional time. In addition to the measurement of project objectives, four areas of special interest were investigated. Results of these studies showed that: (1) students receiving bilingual instruction learned more Spanish and just as much English as those students in non-bilingual classes; (2) parents who are interviewed by a community representative develop more knowledge and support of school activities; (3) Spanish is used widely in instruction, but English is used more for informal acticities; and (4) bilingual project classrooms were more task-oriented, more positive, and produced more teacher-student contact than non-project classroom on the same campus. (Author/AMH)

ED 176 031 CE 021 369

Wentling, Tim L. And Others

A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education.

Illinois Univ., Urbana. Bureau of Educational Research.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date - 78
Grant-G007604835
Note-235p.; Some pages may not reproduce well due to light print
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Cooperative Education, *Exceptional Persons, *Identification, Individualized Programs, Needs Assessment, *Program Administration, *Program Development, Program Evaluation, Recordkeeping, Skill Development, *Student Evaluation, *Vocational Education, Vocational Followup

This resource package contains an administrator's manual and nine instructor guides designed to assist local education agency personnel in the development of functional and systematic procedures for identifying and assessing the needs of special students enrolled in vocational education programs. The administrator's manual provides a description of the three-phase identification and assessment system and suggests procedures for implementation and evaluation. The first instructor's guide presents a description of the system and briefly describes how the information offered in Guides 2-9 fits together to provide a workable structure for the continuous assessment of student needs and progress in vocational education. The remaining eight instructor guides provide guidelines for the following activities: identifying students with special needs (Guide #2); assessing the student's present level(s) of performance (Guide #3); preparing an individualized vocational plan (Guide #4); using the training plan in concurrent work-education programs (Guide #5); assessing vocational skill development (Guide #6); monitoring the student's individualized vocational plan (Guide #7); conducting student follow-up (Guide #8); and conducting employer follow-up (Guide #9). Guides 2-9 also include sample reports and related

ED 176 089 CE 022 658

The Moped Report.

Ohio State Dept. of Education, Columbus.; Ohio State Office of the Governor, Columbus.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date- 78

Note-149p.; Some pages in this document will not reproduce well due to small print

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Accident Prevention, Environmental Influences, Equipment Standards, Federal Regulation, *Legislation, *Motor Vehicles, Safety Education, Specifications, *State Legislation, *Traffic Safety, Transportation, *Trend Analysis

Identifiers-Canada, *Mopeds, Ohio, Uniteds States

Designed to present the history and state-of-the-art of the moped (motorized bicycle) in Ohio and in the other states, to analyze the issues that have arisen regarding the moped and its impact on traffic safety, and to offer suggestions for future action, this report begins with a description of the current moped situation. The second section presents the history of the moped in Europe and the U.S. including an overview of the history of Ohio's moped legislation, moped accident data, and current research projects on mopeds. Section 3 analyzes current moped legislation in each of the fifty states. Three reasons for the popularity of the moped are discussed in the fourth section. Focusing on safety, the fifth section describes safety considerations related to the operator, the vehicle construction, and the environment. In addition, this section gives twenty-five safety tips for moped operators. The appendixes contain federal motor vehicle safety standards relating to the moped; Ohio's rules for motorized bicycle equipment, testing, and qualifications; an overview of current moped legislation in

ED 176 108 CE 022 745

Needs, Barriers, and Evaluation of Secondary Migrant Vocational Education: An Assessment in the Southeastern United States. Final Technical Report.

System Sciences, Inc., Chapel Hill, N.C.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.
Pub Date-Jan 79
Grant-G0077C0069
Note-183p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Educational Needs, Educational Problems, *Migrant Child Education, Migrant Education, *Migrants, *Migrant Youth, *Needs Assessment, Program Effectiveness, *Program Evaluation, Secondary Education, *Vocational Education
Identifiers-*United States (Southeast)

A study was conducted to identify the issues, barriers, and needs related to providing successful secondary level vocational education to secondary school-aged migrant students. Study procedures utilized the Delphi Technique with a 100 percent sample of local vocational and migrant administrators in all southeastern school systems in which migrant students were served through any program. Issues were identified by factoring suggested needs and barriers into conceptual categories. Principal study findings related to three areas: (1) there were few if any secondary level vocational programs currently serving migrant students in the region; (2) the major issues, in order of importance, that must be addressed in providing successful vocational education were (a) program design, (b) agency coordination, (c) policy, (d) migrant needs and characteristics, (e) public support, (f) staff development, and (g) funding; and (3) the most important suggested barriers and needs were addressed to the frequent movement of migrant students, the lack of appropriate, short-term curricula; the need for appropriate support, developmental, and instructional services; and the lack of community and parental support. Major conclusions and suggested future actions were focused in four areas: a concerted effort to develop comprehensive educational programs to serve all migrant children; a clear, national, interstate migrant student education policy for serving the target population; an increased effort to develop appropriate planning data about migrant populations; and a concentrated effort to increase program coordination between various LEAs. (Author/JH)

ED 176 238 CS 005 013

Ryan, Ellen Bouchard Willows, Dale M.

Differential Utilization of Syntactic and Semantic Information by Skilled and Less Skilled Readers in the Intermediate Grades.

Pub Date-Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Reading, Cloze Procedure, Context Clues, Elementary Education, Reading Comprehension, Reading Improvement, Reading Instruction, *Reading Processes, *Reading Research, *Reading Skills, *Semantics, *Structural Analysis, *Syntax

To assess the extent to which syntactic and semantic information guides the reading performance of skilled and less-skilled readers in the intermediate grades, a study was conducted involving 96 fourth, fifth, and sixth grade students. The students were matched both within and across grade level on nonverbal IQ and within each grade level on age. The skilled and less-skilled reading groups were also matched on reading achievement across grade. Each student's oral reading was individually tested on two types of task: the cloze procedure and transformed text. The extent to which the syntactic and semantic constraints of the text guided their performance was then assessed. Both on the cloze procedure and the transformed texts, skilled readers made greater use of grammatical and contextual information than did less-skilled readers. In addition, there was minimal improvement across grade levels in the proportions of syntactically and semantically appropriate responses. The stability of differences between skilled and less-skilled readers suggested the possibility that differential utilization of syntactic and semantic cues by beginning readers might contribute to differences among them in the development of reading skill. (Author/FL)

ED 176 303 CS 205 145

Bowers, F.

The Derivation and Use of Sentence Formulae in Composition.

Pub Date-May 79

Note-11p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Descriptive Writing, *Discourse Analysis, Form Classes (Languages), Higher Education, Narration, Secondary Education, *Sentences, *Sentence Structure, Structural Analysis

Formulae in composition can be derived and applied through a three-part process: first, analyzing passages and deriving formulae; second, writing sentences from formulae; and third, writing a composition using only sentences derivable from the formulae. Student participation in all three parts provides better motivation and demonstrates to students that grammatical terminology and analysis have some practical point. To analyze composition, a short passage that clearly performs the function for which it was intended is selected. Each sentence of the passage is then copied on a separate file card and every finite verb structure is underlined. The kinds of sentences used are identified, with the main clauses of complex and compound sentences marked. Finally, each main clause is analyzed into its principal constituents along with accompanying structures. Once all sentences have been analyzed and sorted into similar clause structures, the optional structures which accompany the most frequent main clause in the passage are identified, and a formula is written which briefly expresses all this information. Students practice writing single sentences from the formulae until the process is clear, and then write their own compositions. From an examination of many passages of different functions, it is clear that there is a close correlation between function, sentence structure, and distribution of sentence kinds, and the formulae and proportions of use merely reflect the style of each

ED 176 325 CS 205 186

Hammond, Eugene R.
Professional Writing Programs: Lessons for Freshman Composition.

Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Freshmen, *Composition (Literary), Consultants, Educational Resources, Guidelines, Higher Education, Professional Education, *Program Improvement, Teaching Methods, *Textbook Content, *Writing Skills

A study of the advice given by professional writing consultants was undertaken because of the weaknesses found in many freshman composition texts. The findings suggest that these writing consultants have an edge over freshman composition instructors in their concern with their audience (sparing them excess verbiage and inflated prose), in their attention to the writer's voice, and in their attention to structure and organization. Texts prepared for professionals offer these lessons: the importance of using simple sentences; understanding the communication process of writer/message/audience not as a triangle but as three adjacent cogged wheels; emphasizing the use of parallelism, paragraphing, and transitions; and writing simply and directly by eliminating ``wordflab.'' (A list of the sources surveyed is included.) (AEA)

ED 176 347 CS 502 615

Keefe, Carolyn
Oral Interpretation of C.S. Lewis' Narnia Tales'': A Refracting of Pictures.''
Pub Date-Nov 78
Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, [illegible]vember 2-5, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Literature, *Interpretive Reading, *Literary Analysis, Moral Values
Identifiers-Chronicles of Narnia (The), *Fairy Tales, *Lewis (C S)

The Chronicles of Narnia'' are a series of seven fairy tales written by C.S. Lewis that have become popular with both children and adults. Lewis points to five aspects of the fairy tale form that made the form suitable for expressing the images he saw. The aspects are: (1) no love interest; (2) no close psychology; (3) severe restraints on description; (4) flexible traditionalism; and (5) an inflexible hostility to all analysis, digression, and reflections. These characteristics of the fairy tale are also useful for oral interpretation since hearers do not want to bog down in excessive probing of the psyche, nor in detailed description, nor in digression. The Narnia tales also contain Christian moral-theological themes which are inherent to the stories. As a vehicle for the oral interpreter the books of Narnia are especially of interest because the stories are so capable of inspiring awe and devotion. (MKM)

ED 176 368 EA 012 071

Chambers, Jay G.
The Development of a Cost of Education Index: Some Empirical Estimates and Policy Issues.
Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-California State Dept. of Education, Sacramento.; Education Commission of the States, Denver, Colo.; National Inst. of Education (DHEW), Washington, D.C.
Report No.-CERAS-79-B11
Pub Date-Aug 79
Note-60p.; Tables may not reproduce clearly
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cost Indexes, Equalization Aid, Fuel Consumption, *School District Spending, Seniority, Student Transportation, Teacher Salaries
Identifiers-California, *Cost of Education Index

This paper outlines an approach for adjusting state aid for differences in educational costs. The approach focuses on determinants of the variation in the prices of school inputs such as cost of heating fuel, ability of the area to attract teachers, and needs for student transportation. The system attempts to isolate that component of the variation in input prices that is outside the control of local school districts. In addition to outlining this alternative approach, the paper reports on the empirical results of applying the approach to California school districts, and it presents a discussion of the uses and potential misuses of a cost of education index, the effects of bargaining on the estimates of the cost index, and the relation of teacher seniority costs to education cost differences. (Author/JM)

ED 176 473 EC 120 521

SER-LARS, Volume 7. Instructional Materials by Title. 1975-76 Edition.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-76

Contract-OEC-0-74-7892; OEC-2-70-0051

Note-543p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-Diagnostic Teaching, Elementary Secondary Education, *Handicapped Children, *Instructional Materials

Identifiers-*SER LARS (Information System)

The seventh volume in the SER-LARS (Special Education Resource Location Analysis and Retrieval System) series, a diagnostic-prescriptive instructional data bank for teachers of handicapped children, presents information on instructional materials. Listed alphabetically by title, each entry includes information on source, catalog number, and an indication of whether an analysis of the material is available. (CL)

ED 176 492 EC 120 549

Melcher, John And Others

Teaching Early Childhood: Exceptional Educational Needs. Ten Resource Modules.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.-WSDPI-Bull-8439

Pub Date-May 79

Grant-G007803477

Note-643p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors-*Curriculum Planning, Educational Administration, *Educational Diagnosis, *Handicapped Children, Identification, Individualized Programs, Instructional Materials, Interagency Cooperation, *Learning Activities, *Learning Modules, Paraprofessional Personnel, Parent Participation, Screening Tests, *Teacher Education, Volunteers

Developed by the Wisconsin State Early Childhood: Exceptional Educational Needs Project, the manual presents 10 modules designed to aid in the professional development of teachers of young handicapped children. Each module describes its purpose, goals, and objectives, and presents activities and a list of resources. The Screening module covers such aspects as developing a screening program, the selection of reliable and valid screening instruments, implementing a preschool screening program, and interpreting and explaining screening results. Another module provides information about assessment instruments, the interpretation of assessment results, the relationship between assessment and education intervention, and the role of various professions in educational assessment. The Curricular Strategies module is intended to help the teacher make an informed choice about which strategy or approach to use in a given situation, while the Instructional Activities module focuses on organizing instruction into activities that are appropriate for each individual child. Other modules deal with the selection, modification, use, and evaluation of instructional materials; the incorporation of parents into the planning, developing, implementing, and evaluating phases of their child's individualized program; the recruiting, selecting, training,

Campbell, Paul B.

The Definition and Prevalence of Learning Disabilities.

Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-3 Mar 78
Grant-76-99-0022; Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Definitions, *Delinquency, Exceptional Child Research, Identification, *Incidence, *Learning Disabilities, Research Methodology, Secondary Education

The study involving 12 to 15 year old boys was designed to provide further information on the question of whether there is a link between adjudicated delinquency and learning disabilities. Ss were given an assessment battery which included three major parts: tests for determining presence or absence of learning disability, an observational schedule to assist with the determination, and a set of marker tests designed to be used in a subsequent analysis for construct validation. A final decision rule for learning disability absence/presence was devised with a sequence of 10 decision points (such as a difference of 15 points between the reading and math tests). Among findings were that 3% of the nondelinquent sample were classified as learning disabled (LD) on the basis of wide discrepancies within their performance on the tests or the presence of other indicators, but somehow had been able to achieve at least average scores for their age in reading and math, and were reclassified as non-LD by step 10; while in contrast, only on delinquent, less than a third of a percent, showed such a pattern. (SBH)

ED 176 127 CE 022 919

Guidelines and Standards for Proprietary Schools.

Georgia State Board of Education, Atlanta.; Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

Pub Date-79

Note-31p.; Not available in paper copy due to small, light print

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Admission (School), Business, Certification, Conduct, Correspondence Schools, Equipment Standards, Facility Requirements, Personnel, Program Content, *Proprietary Schools, Recordkeeping, *State Standards, Tuition

Identifiers-*Georgia

This guide contains information pertaining to Georgia law, rules, regulations, and standards of practice for regulating proprietary schools in Georgia. Section 1 of the guide presents operation guidelines, including definitions, exemptions, general provisions, certificates of approval of schools, and appeals procedures. Section 2 presents minimum standards of operation for fourteen areas: personnel, admission requirements, conduct policy, tuition and fees, refund policy, program of instruction, business practices and advertising, minimum progress and attendance standards, equipment requirements, facilities and school-sponsored housing, financial resources, adequate space for instruction, records, and correspondence schools. (JH)

ED 176 532 FL 007 432

Azios, Maria Leticia And Others

Teaching English as a Second Language: A Handbook for Mathematics. Curriculum Bulletin Number 75CBM4, Secondary Level.

Houston Independent School District, Tex.

Pub Date-75

Note-88p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Arithmetic, Bilingual Students, Consumer Education, Decimal Fractions, *English (Second Language), Fractions, Geometry, Glossaries, Graphs, *Instructional Materials, *Language Instruction, Material Development, *Mathematics Instruction, Mathematics Materials, Numbers, Number Systems, Secondary Education, *Secondary School Mathematics, Second Language Learning, Set Theory, *Spanish, Spanish Speaking

This course guide is intended for classroom use by teachers of secondary level mathematics to Spanish-speaking students of English as a second language (ESL). Both mathematical instruction and acquisition of English mathematical terminology are emphasized. The book is divided into chapters that comprise a Spanish-English glossary of mathematical terms, simple exercises involving the Roman and Mayan number systems, consumer arithmetic, fractions, decimals, positive and negative numbers, sets, graphs, equations, and geometry. (CB)

ED 176 577 FL 010 648

Albanian: Basic Course. Volume X, Lessons 111-120.

Defense Language Inst., Monterey, Calif.

Pub Date-Apr 70

Note-82p.; For related documents, see FL 010 626-628, FL 010 634, and FL 010 637-648

Available from-Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Monterey, California 93940

Language-Albanian; English

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education, *Albanian, *Audiolingual Methods, Classroom Materials, Idioms, *Instructional Materials, *Language Instruction, Military Science, Postsecondary Education, Reading Materials, *Second Language Learning, Speech Communication, Uncommonly Taught Languages, *Vocabulary

This last of ten volumes of audiolingual classroom instruction in Albanian for adult students contains 10 lessons, each consisting of a prose narrative, a set of questions, and a glossary of new vocabulary items and idioms. Military terminology is emphasized. (JB)

ED 176 050 CE 022 043

Mosley, Glenn Richard

A Comparison of Secular and Religious Experiential Education Activities in the Adult Religious Education Classroom.

Spons Agency-Walden Univ., Naples, Fla.

Pub Date-Jun 76

Note-135p.; Doctoral Thesis; Walden University

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adult Education, Church Programs, *Comparative Analysis, *Educational Alternatives, Educational Games, Learning Activities, Methods Research, *Religious Education, Self Actualization, *Teaching Techniques, *Technical Reports

Based on the need to provide effective, relevant, and more engaging teaching techniques in the church, a study examined whether or not the effectiveness of secular instructional games used in adult religious education is greater than the effectiveness of religious instructional games in facilitating self-actualization. The experimental group of forty-six subjects used four selected secular interpersonal communication games and the control group of forty-six subjects used four selected religious interpersonal communications games. Subjects were volunteer members of adult religious education classes at four Unity churches in four cities in Michigan and Ohio. Each group was in the training program for four weeks (eight hours). Each group was pre- and posttested using the Personal Orientation Inventory and a questionnaire based upon the Likert method of summated ratings. Findings, based on a two-tailed t test, indicated that there was no

ED 176 150 CG 013 751

Burke, Ronald J. And Others

Occupational Locking-In: Some Empirical Findings.

Pub Date- 75
Note-39p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979); Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Employee Attitudes, *Job Satisfaction, *Management Development, Morale, *Occupational Mobility, Self Concept, *Stress Variables, Work Attitudes, Work Environment

Several factors associated with increasing discontent in middle management ranks have been identified. One of these is known as a boxed-in feeling or locking-in, which refers to the ongoing feeling an individual has when he has almost no opportunity to move from his present job or when the only position for which he is qualified is the job he currently holds. In the work environment individuals locked into their jobs do not appear to be radically different from their less locked-in peers. They share the same work values and express the same degree of identification with their organization, but are less committed to their work and report a poorer utilization of their skills on their jobs. They also experience more stress from the rapid rate of change in their organizations, and have lower feelings of self-worth in relation

ED 176 196 CG 013 801

Birchler, Gary R.

Perceptual Biases of Distressed and Nondistressed Marital Partners Concerning Conflict Resolution.

Pub Date-Apr 79
Note-20p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, Bias, *Communication Skills, *Conflict Resolution, *Marital Instability, *Perception, Problem Solving, Psychological Patterns, *Spouses, Stress Variables

Behavioral and perceptual differences among maritally distressed and nondistressed husbands and wives were investigated. Distressed couples beginning marital therapy and nondistressed couples solicited through community newspapers comprised the criterion groups which were matched for major demographic variables. Couples first enacted and then repeatedly observed and rated videotaped samples of their own marital conflict resolution. Between the ratings, a discrimination task was completed which consisted of subjects observing and rating two standardized videotapes of ``good'' and ``bad'' dyadic problem solving. Results indicate that distressed and nondistressed couples do significantly differ in their demonstration of communication skills associated with marital conflict resolution. Married individuals rated most accurately and consistently the negative verbal behavior emitted by

ED 176 217 CS 004 965

Powell, William R. Wenzel, Evelyn L.

Indicators for Learning and Teacher Competencies in the Basic Skills: Reading and Listening. Research Bulletin, Volume 12, Number 4, Spring 1979.

Florida Educational Research and Development Council, Gainesville.

Pub Date 79

Note-45p.

Available from-Florida Educational Research and Development Council, Inc., 2266 Second Street, Ft. Myers, Florida 33901 ($2.00)

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Basic Skills, Classroom Environment, Elementary Secondary Education, *Language Arts, *Listening Skills, *Reading Instruction, Reading Programs, *Reading Research, Reading Skills, Student Characteristics, Teacher Characteristics, Teacher Qualifications, *Teaching Skills

This bulletin reports relevant research in the basic skills areas of reading, language arts, and listening that has been organized and interpreted for the administrator, supervisor, and classroom teacher. The various sections provide information in the following areas: indicators related to learning in school settings, including school,

ED 176 259 CS 204 940

Herrington, Anne J.
Judgment: Designing a Proficiency Exam.
Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Composition (Literary), *Evaluation Criteria, Higher Education, Interdisciplinary Approach, *Minimum Competency Testing, *Student Evaluation, *Test Construction, *Test Items, *Writing Skills

A writing competency exam has been developed at a Vermont state college as a uniform method of judging attainment of a specified minimum standard for writing. The test was designed to meet four primary criteria: to judge student ability to create discourse, to yield specific evaluative information, to involve all academic divisions in test design and evaluation, and to serve as a diagnostic tool. The exam was designed to assess basic writing skills and combines a standard essay format of approximately 500 words on one of four pilot-tested questions with an editing passage that requires students to find and correct certain grammatical errors. Limitations of the exam are that it is not a comprehensive measure of a student's writing skills and that it

ED 176 390 EA 012 101

Funding Lutheran Elementary Schools. Planning for Lutheran Elementary Schools. E09.

Lutheran Church, Missouri Synod, St. Louis, Mo.

Pub Date-78

Note-27p.; For related documents, see EA 012 093-105

Available from-Board of Parish Education, The Lutheran Church - Missouri Synod, 3558 South Jefferson Avenue, St. Louis, Missouri 63118 ($1.25; $12.50 per set of 13)

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education, Fees, *Financial Support, Parochial School Aid, *Parochial Schools, School Funds, School Planning, School Policy, *School Support, Student Financial Aid, Tuition

Identifiers-Congregational Support, Interparish Schools, *Lutheran Elementary Schools

ED 176 411 EA 012 140

O'Reilly, Robert C.

Pregnancy, Aging, and Teaching Performance: A Balance in Personne Administration.

Pub Date Oct 79

Note-18p.; Presented to the Practicum in Educational Administration (Omaha, Nebraska, October, 1979)

Pub Type- Legal/Legislative/Regulatory Materials (090) -- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age, *Court Cases, Elementary Secondary Education, Equal Opportunities (Jobs), Fringe Benefits, *Pregnancy, *Sex Discrimination, Sex Fairness, Supreme Court Litigation, Teacher Retirement, *Teachers, *Teaching Quality

Identifiers-Age Discrimination, *Age Discrimination in Employment Act 1978, *Pregnancy Discrimination Act 1978

This paper traces the development of two 1978 acts the Pregnancy Discrimination Act and the Age Discrimination in Employment Act Amendment and identifies some adverse effects that each can be expected

ED 176 434 EC 120 118

Ambrogi, Robert: And Others

A Handbook on Legal Rights of Developmentally Disabled People in Massachusetts.

Mental Health Legal Advisors Committee, Boston, Mass.

Spons Agency-Massachusetts Developmental Disabilities Council, Boston.

Pub Date-78

Grant-75-675-20

Note-207p.; Contains some blurred print

Available from-State Bookstore, Office of the Secretary of State, Room 116, State House, Boston, Massachusetts 02133 ($0.90 postage)

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Civil Liberties, *Civil Rights, Criminal Law, *Developmental Disabilities, Employment, Equal Education, Equal Opportunities (Jobs), Equal Protection, Family (Sociological Unit), *Federal Legislation, Health, Housing, Insurance Programs, *Laws, Recreation, Sexuality, Sheltered Workshops, *Social Discrimination, Special Education, *State Legislation, Transportation, Vocational Rehabilitation, Voting Rights

Identifiers-*Massachusetts

The handbook provides information in question-and-answer format on the legal rights of developmentally disabled persons, focusing on those in

ED 176 173 CG 013 774

Brooks, JoAnn

Sex Equity Resources for Vocational Educators and Counselors. Information Series No. 8: A Bibliography.

Indiana Univ., Bloomington.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-Jan 79

Note-68p.; For related document see CG 013 757

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bias, Classroom Materials, *Counselor Role, *Equal

ED 176 282 CS 205 114

Shepherd, R. Gordon

Science News of Controversy: The Case of Marijuana. Journalism Monographs No. 62.

Association for Education in Journalism.

Pub Date-Aug 79

Note-38p

Available from-AEJ Publications Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, Minnesota 55455 ($2.50)

Journal Cit-Journalism Monographs; n62 Aug 1979

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Content Analysis, *Drug Abuse, *Marihuana, *Media Research,

ED 175 993
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DOCUMENT
RESUMES

RESOURCES IN EDUCATION (RIE). VOL. 15, NO. 02
EDUCATIONAL RESOURCES INFORMATION CENTER
NATIONAL INSTITUTE OF EDUCATION, (DHEW)
WASHINGTON, D.C.

FROM ED 176 578
TO ED 177 154
FEBRUARY 1980

ED 176 578 FL 010 670

Katz, Joel T.

Foreigner Talk Input in Child Second Language Acquisition: Its Form and Function over Time.

Pub Date-Jun 77
Note-16p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Discourse Analysis, English (Second Language), *Language Development, *Language Patterns, *Language Processing, Language Research, Language Usage, *Language Variation, Learning Processes, Learning Theories, Linguistic Theory, Morphology (Languages), Phonology, Psycholinguistics, *Second Language Learning, Speech Communication, Syntax
Identifiers-*Foreigner Talk

Part of a study is presented of native speakers of Hebrew who are acquiring English without formal instruction. A Hebrew-speaking child, aged 5 years 6 months, and her American playmate were audiotaped bi-weekly in natural settings for 11 months. The American child periodically used "foreigner talk," that is, the variety of language regarded as appropriate for addressing foreigners who are trying to learn the language of the host country. Monthly samples of this foreigner talk (FT) were excerpted from the transcripts. Given the longitudinal nature of such data, the following questions were chosen for study: (1) the prevalence and consistency of the American's FT; (2) the phonological and morphosyntactic features marking the FT; (3) the nature of the relationship between the FT and the Hebrew-speaker's emerging English; and (4) occasions when the American used FT. It was found that the presence of FT was relatively low and fairly constant and that the phonological and morphosyntactic features that comprise the FT behaved distinctly over time. As to the nature of the relationship between the American's FT and the foreigner's emerging English L2, the two systems change over time but independently of each other. A comparison of the results with data in other studies concludes the report. (AMH)

M. Lester; (2) The English Language, Ideology, and International Communication: Some Issues Arising Out of English Teaching for Chinese Students,'' by C. J. Brumfit; (3) English as an International Language: When is a Form of English a Suitable Target for ELT Purposes?'' by P. Strevens; (4) Liberalisation of Views on Non-Standard Forms of English,'' by J. Norrish; (5) English as an International Language,'' by R. X. Hindmarsh; and (6) Exploring the Diversity of English,'' by J. Spencer. In addition to these articles, a specialised bibliography; a selected list of documents from ETIC Archives; news items; an annotated bibliography of recent books, films and tapes; and a cumulative index to ELT Documents, 1971-1976 complete the volume. (AMH)

Europe, and 18.3 percent came from the United States. Over 20 tables present data on the regional distribution, marital status, number of children, field of study, country of birth, country of citizenship, legal residence status (for foreign students), anticipated employment sector, country of employment, and career location of postdoctoral students. Some data are presented by field of study and/or by selected discipline. The assignment of the costs of training postdoctoral students and the need to examine future employment opportunities for these students are discussed briefly. (SC)

ED 176 634 HE 011 681

Topping, Jim

Information Exchange Procedures for Major Research Universities; Technical Diary of the Major Research Universities' Pilot Test.

National Center for Higher Education Management Systems, Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group. Technical Applications Div.
Pub Date-Mar 79
Contract-400-77-0004
Note-242p.; For related documents see HE 011 679-680
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Comparative Analysis, *Cost Effectiveness, Cost Indexes, Data Analysis, Educational Finance, *Evaluation Methods, Higher Education, Information Needs, *Information Utilization, Institutional Research, *Research and Development Centers, *Universities,
Identifiers-*Information Exchange Procedures

The applicability and validity of NCHEMS' Information Exchange Procedures (IEP) to major research universities are examined. IEP enables peer institutions to compare information about their resources. Evaluation of the IEP costing methods are examined in this document, which is intended as an appendix to ``Evaluation of the IEP Costing Procedures.'' A step-by-step commentary on the implementation and analysis of the NCHEMS cost-study procedures is presented, including suggested modifications. The six universities taking part in this study were: University of Colorado; University of Illinois; University of Kansas; Purdue University; State University of New York at Stony Brook; and University of Washington. Areas examined were: Student Programs and Academic Disciplines; Student-Registration Data; Faculty Activity Data; Institutional Expenditure Data; Direct-Cost Data; Full-Cost Data; and Relation between Student Enrollment and Faculty Activity. It is noted that the universities often exhibited more similarity than dissimilarity; e.g., in their procedures for collecting data within their organizational departments. However, when findings were applied to the Higher Education General Information Survey (HEGIS) codes, clarification was needed, and a task group recommended a clarification of the HEGIS definitions. Each university's individual response is displayed in this document followed by the task group's evaluation and recommendation to NCHEMS. Included are graphs, tables, and statistics. (LC)

ED 176 651 HE 011 750

Clayton, Robert

Some Characteristics of the Historically Black Colleges

Pub Date-79
Note-17p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Colleges, *Black Students, Church Related Colleges, *College Role, Comparative Analysis, Degrees (Titles), Educational Alternatives, *Higher Education, *Institutional Characteristics, Institutional Evaluation, Rural Areas

The role of historically Black colleges is discussed in relation to their ability to offer educational alternatives and options. Some characteristics of the Black colleges are that 42 percent are located in cities with less than 50,000 people, while fewer than 20 percent are located in cities with populations in excess of 500,000. Black colleges offer relatively few advanced degrees, especially at the PhD. level. The majority of Black colleges have religious affiliation with one of the branches of Methodism and 84 percent of all accredited Black colleges are in the southern association (as compared to 24 percent of all colleges). The student population of these colleges is basically Afro-American/Black. Open admissions policies are generally the rule and the majority of entrants do complete their baccalaureate at historically Black institutions. Nearly 6 out of 10 students are enrolled in education, business, or social science majors. The average cost for tuition and room and board compares with that of other colleges, and financial need is judged by similar criteria. The author advocates the continuation of the historically Black college as it provides a multi-ethnic/racial context for education and a laboratory for developing nations and peoples whose life styles are more like the environments of students at Black colleges. (PHR)

ED 176 669 HE 011 798

Freidman, William

Class Scheduling Preferences: Full-Time Students and Faculty, Fontbonne College, St. Louis, Missouri.

Pub Date-Apr 79

Note-12p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, College Faculty, Evening Classes, *Flexible Scheduling, Higher Education, Innovation, Institutional Research, *Nontraditional Students, *Part Time Students, Part Time [illegible]ng, Program Evaluation, *Scheduling, School Surveys, Small Co[illegible] Statistical Analysis, Student Opinion, Teacher Attitudes, Weekend Programs

Identifiers-*Fontbonne College MO

The problems of class scheduling in higher education institutions are discussed in this research study that investigated the scheduling preferences of students at Fontbonne College, a small, private, four-year college in Missouri. Scheduling for nontraditional, part-time students at Fontbonne has centered on evening and weekend classes with increasingly longer class meetings on a concentrated eight-week basis. It is suggested that this has greatly increased the number and variety of courses offered during nontraditional time-frames. Full-time students and faculty expressed preference for traditional time frame scheduling and a traditional meeting frequency of two to three times per week for a typical three-credit course. The results of this study indicate that the scheduling preferences of the full-time academic community should be considered and at the same time, the college should continue to provide innovative, nontraditional scheduling for part-time students. Two schedules are outlined in appendices. (SF)

ED 176 688 HE 011 846

Redish, Janice C.

The Complexity of Financial Aid Applications. Technical Assistance Report No. 2.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-27 Apr 79
Contract-400-78-0043
Note-88p.; Report prepared in cooperation with Siegel and Gale, Inc.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Eligibility, Federal Aid, Higher Education, *Need Analysis (Student Financial Aid), *Readability, *Records (Forms), *Student Financial Aid, Written Language
Identifiers-*Basic Educational Opportunity Grants, Financial Aid Form

An analysis of the language and format of the Basic Educational Opportunity Grant (BEOG) Application and the Financial Aid Form (FAF) is reported. The first section details the background for the study including the design of the project. Section 2 focuses on an analysis of the forms including such areas as a comparison of the content of the two forms, the clarity of each form, the organization of the forms, the use of language, and the tone of the language. Section 3 presents a summary and recommendations. It is concluded that both forms are difficult, but that the FAF is far more complex than the BEOG, that the language of both forms should be improved even if policy does not change, that the complexity of the forms makes some people not even try to fill them out, and that those who do not file tax returns are additionally handicapped because the forms refer to IRS tax lines for information. Six ways to improve the language of the BEOG application, specific comments on the information for the BEOG, and specific comments on BEOG and FAF instructions for items that appear on both forms are appended. (PHR) one of five categories and assigned a relative weight to reflect the potential flexibility each factor gave to the development of an overall renewal index. Budgetary factors were considered and applied to the analysis. Four implications of the project are outlined, including modification of existing reward structure to encourage voluntary reassignment and the establishment of funds for eight guest lecturers/artists in residence. Three tables outlining the factors under each of the steady-state conditions are included. (PHR) libraries, academic libraries, and two area libraries. Conclusions and recommendations from the literature search and data gathering, which are presented in the third part of the study, indicate a cost-benefit analysis of online service in area libraries, along with the collection of more complete and accurate management information for information service from periodicals. Appendices include the interview guide, photoduplication request form, and the Phase I study. (Author/CWM)

statistics for the project (1977-78), a list of non-fiction books purchased (1977-78), a summary of alternate approaches to village library service in the Nome area, a mileage map of the project's service area, and selected references. (JD)

adaptive filtering, and regression approaches are examined and compared within a real context of forecasting demands for interlibrary loan services within the Illinois Library and Information Network (ILLINET). The evaluation of each forecasting method utilizes data for total ILLINET interlibrary loan demands. Developed as a result of the method comparisons, a set of interactive computer programs are listed which will allow the application of forecasting methods by a person who is not an expert in forecasting methodologies or in use of the computer. These programs include data entry, parameter estimation, and production of forecasting reports, and the design of each is briefly summarized. It is concluded that regression methods are most accurate and easiest to apply, and that improvements in forecasting accuracy can be achieved by using a fading memory method. Tables, equations, and a list of references are provided.--(FM)

materials, and services. The needs assessment of older users provides background material on 10 areas: marital status and living arrangements of older persons, economic security, work and retirement, health, education, dependency, nutrition, consumer fraud, recreation, and leisure. A guide for library service covers such topics as obtaining board support, surveying user needs, collecting and disseminating information, publicizing programs, implementing programs, monitoring and evaluating services, and dealing with possible problems. In addition to a bibliography for each chapter, a list of how-to resources provides sources of funding, a model core collection, specialized materials, additional bibliographic sources, and relevant organizations, associations, and agencies. A general bibliography is also included. (FM)

ED 176 816 JC 790 455

Criteria and Procedures to be Used in the Establishment or Expansion of Community Colleges and Extension Centers in Alaska.

Alaska State Commission on Postsecondary Education, Juneau.
Pub Date-1 Dec 78
Note-18p.; Appendix II has been deleted due to irreproducibility
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Campus Planning, *College Planning, Community Colleges, Community Role, Educational Needs, *Educational Specifications, *Extension Education, Government Role, *Junior Colleges, *Needs Assessment, School Expansion, *State Standards
Identifiers-*Alaska

In order to govern the proliferation of community colleges and extension centers in Alaska, guiding principles for their creation and expansion were established. The first section of the report deals with the procedures a community's request for new or additional facilities should follow. It clarifies the role of those officials involved in handling such a request, states the requirement for a needs assessment, and indicates to whom the needs assessment report should be sent for evaluation and approval. The second section describes the minimum criteria a higher education institution should meet in delivering community college services. These criteria relate to enrollment, programs, facilities, and services. The third section provides minimum criteria in the same areas for determining whether or not an extension center should be established. The final section describes in detail the content of the needs study to be submitted by the community to the Board of Regents and the Alaska Commission on Postsecondary Education. The report should include enrollment projections; a cost-benefit analysis; statements of proposed facilities, programs, costs, sources of revenue, and evaluation methods; evidence of the availability of community and library support; and physical descriptions of the proposed site and service area. An appendix provides guidelines for two-year college learning resources programs. (AYC)

ED 176 834 JC 790 573

Student Guide for Documenting Experiential Learning: Business Management and Marketing.

Coastline Community Coll., Fountain Valley, Calif.
Pub Date- 79
Note-50p.; For a related document, see JC 790 540
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accounting, Behavioral Objectives, Business Administration, *Business Education, Business Skills, Community Colleges, *Course Objectives, Distributive Education, *Employment Experience, *Experiential Learning, *Job Skills, Junior Colleges, Knowledge Level, Marketing, *Measurement Instruments, Retailing, Salesmanship, Skill Analysis
Identifiers-Advertising

Coastline Community College has developed a series of guides to assist adults who wish to obtain college credit or advanced standing in evaluating and verifying their non-college learning experiences. This guide lists the competency requirements of seven courses within the Business Management and Marketing program: Principles of Accounting, Salesmanship, Marketing and Distribution, Advertising, Retailing, Buying and Store Operation, and Business Ownership and Management. The student is asked to measure the knowledges and skills he/she has acquired on the job against specific behavioral objectives of each course. This evaluative process is facilitated by sections of the guide which ask whether the student is competent in each particular knowledge or skill and which provide opportunity for the student to record the basis of his/her competence or his/her ability to verify the competence. Verification is possible through: (1) a personal interview, (2) a job description of an applicable position that was held, (3) standard examination, (4) examples of written evidence, (5) completion of non-credit course or in-service training, (6) an instructor interview with present supervisor, or (7) other means specified by the student. The guide also refers to the concurrent use of a portfolio prepared by the student to identify, describe, and evaluate past learning experiences. (AYC) the young, they are not directed toward the detection of subtle neurological defects that may not become manifest until some time after birth. Frequently, replication of results of animal test studies is not easily obtained. (Author/RH)

modules are: (2.0) the Hoover family: a termination of parental rights case, (2.1) the juvenile courts and termination of parental rights, (2.2) termination of parental rights statutes, (2.3) case law, (2.4) preparing evidence for termination of parental rights proceedings, (2.5) the social worker on the witness stand, and (2.6) glossary of legal terms. (JMB)

ED 176 892 PS 010 923

Food Consumption and Nutrition Evaluation: The National School Lunch Program.

Food and Nutrition Service (DOA), Washington, D.C.
Pub Date-Jul 79
Note-193p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Eating Habits, Elementary School Students, Elementary Secondary Education, Federal Programs, *Food Service, High School Students, Junior High School Students, *Lunch Programs, *Nutrition, School Involvement, Student Participation, *Wastes
Identifiers-*School Lunch Program

The purpose of this study of food consumption in the National School Lunch Program (NSLP) was to: (1) conduct a comprehensive review of literature on plate waste in school foodservice and other institutional foodservice facilities, (2) report the results of a pilot study designed to determine the degree of plate waste in the NSLP and its relationship to the nutritional benefits of the program, (3) define factors influencing food consumption as reported in the literature, (4) review actions taken by the United States Department of Agriculture (USDA) to minimize plate waste, and (5) provide suggestions and recommendations for improving food consumption. Data were collected on two consecutive days from a nationwide sample of elementary and secondary schools in 35 states and the District of Columbia. Among the results it was found that student participation in the school lunch program was significantly greater at the elementary grade level than at the secondary grade level. Schools which served lunches prepared on site had a significantly higher rate of participation than did schools with preportioned-delivered lunches. In elementary schools, lunches prepared on site contained significantly higher levels of iron and food energy than lunches preportioned and delivered. Amounts and kinds of foods wasted and nutrients most often lacking were identified. (Author/RH)

clinometer, a trundle wheel, a sighting level, and a surveyor's level. An appendix contains student worksheets and a bibliography of 32 entries in outdoor education. (JH)

ED 176 911 RC 011 562

Hayes, Jonathan Deem, Robert
Resident Outdoor Education Program. Instructional Guide.
Elgin School District 46, Ill.
Pub Date-70
Note-128p.; Revised in 1976 by Robert Deem
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Activities, Community Resources, *Concept Teaching, *Curriculum Development, *Elementary Education, Elementary School Mathematics, Elementary School Science, Field Trips, Health Education, *Integrated Activities, Integrated Curriculum, Language Arts, *Learning Activities, Music Activities, Off Campus Facilities, *Outdoor Education, Parks, Perceptual Motor Learning, Physical Education, Social Development, Social Studies
Identifiers-Illinois (Elgin)

An extensive list of outdoor education activities that can be integrated into the traditional curriculum is presented in this guide. Activities are arranged by grade (from kindergarten through sixth) and by subject areas taught at each grade level. Subjects covered in grades 1-6 are science, social studies, language arts, mathematics, art, music, health and physical education; kindergarten subjects include motor development, sensory development, and social and emotional growth. Each subject area is divided into units, and units into concepts, with various outdoor education activities suggested for developing each concept. Second grade science, for example, covers the concepts Plants are different in many ways;'' Plants need sun, water, and good soil to live and grow;'' and Plants are used in many ways''. Outdoor education activities listed under these concepts include school site observation of differences in plants, growing seeds under varying conditions, visiting a greenhouse, and making charcoal to use for drawing. Many activities can be carried out in the classroom or on the school site; others use the community and resource facilities beyond the community. The appendices contain a bibliography of 16 titles, detailed information about 17 outdoor educational resource facilities in the Elgin area, a list of area resource people, and maps of 15 nearby parks. (JH)

Plains Indians and the non-Indian from the standpoint of their cultural beginnings and their implications for teaching. The major portion of the guide focuses on four tribes: Ft. Sill Apache, Arapaho, Apache Tribe of Oklahoma, and Cheyenne. A separate section for each tribe contains historical and cultural background, biographical sketches of past and present Indian leaders, and concept packets. The packets state, in concept form, a specific point of information about a tribe and supply a concise reading selection, classroom activities, evaluation methods, and supplementary resources (people, places, and materials). Family histories, story telling, debates, role playing, field trips, and interviews are among the suggested student activities. A general bibliography is included. (Author/JH)

ED 176 949 SE 027 864

Wirtz, Robert

An Elementary Mathematics Curriculum for ALL Children.

Curriculum Development Associates, Inc., Washington, D.C.
Pub Date-Apr 78
Note-28p.; Paper presented at the annual meetings of the National Council of Supervisors of Mathematics and the National Council of Teachers of Mathematics (San Diego, California, April 1978); For related document, see SE 027 865
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement, *Curriculum, *Curriculum Development, Educational Change, Elementary Education, *Elementary School Mathematics, *Instruction, *Mathematics Education
Identifiers-*National Council of Supervisors of Mathematics, *National Council of Teachers of Mathematics

This address, presented to the National Council of Supervisors of Mathematics and the National Council of Teachers of Mathematics at their 1978 annual meetings, discusses poor mathematics scores in elementary grades and argues that they are the result of an outdated and outmoded elementary school mathematics curriculum. The origin of the standard mathematics curriculum is outlined and the challenges involved in changing it pointed out. Some of the needs for change are suggested and the general directions they must take indicated. Efforts being made in these directions are described. (MP)

ED 176 974 SE 028 881

Guidelines for Self-Assessment of Secondary-School Science Programs, 1: Our School's Science Curriculum.

National Science Teachers Association, Washington, D.C.
Pub Date-78
Note-15p.; For related documents, see SE 028 882-885; Not available in hard copy due to copyright restrictions; Contains light and broken type
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Order No. 471-14736; $5.00 complete set, $1.00 ea.)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Achievement, *Curriculum Evaluation, *Educational Assessment, Evaluation Methods, Measurement Instruments, Program Evaluation, Science Curriculum, Science Departments, Science Education, Science Teachers, Secondary Education, *Secondary School Science
Identifiers-*National Science Teachers Association

This is part of a series of four modules intended to present guidelines to representatives from a community for evaluation of their school's secondary science programs. This module encourages the representatives to review, ponder, and evaluate the science curriculum in their schools for their children and students and then: (1) decide what it is that they want or expect the science program to accomplish, and (2) assess how well they think their science goals and desired results are being achieved. Each assessment contains two parts: desirability and achievement. (SA)

implications of differing means of energy delivery in terms of technical efficiency, environmental impact, and social impact. (Author/RE)

ED 177 001 SE 029 111

Decline in Recent Science and Engineering Doctoral Faculty Continues into 1978. Science Resources Studies Highlights, February 12, 1979.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-79-301
Pub Date-12 Feb 79
Note-5p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Faculty, *Doctoral Degrees, *Engineering, *Faculty, Higher Education, *Manpower Needs, Mathematics, *Sciences, Technical Education

Discussed is a survey of 235 institutions granting Ph.D. degrees. Findings showed that since 1975 the proportion of recent doctorates on the full-time faculty of 5 representative science and engineering fields has dropped by one-fifth. The number of full-time doctoral faculty increased by over 14% between 1968 and 1978, but the number of recent doctorates (defined as degrees held seven years or less) decreased by 39%. Data are presented on the professional activity of the recent doctoral faculty. (RE)

ED 177 025 SO 011 264

Mitchell, John J.

Development of Research Professionalism in Advanced Undergraduate and Beginning Graduate Students. Working Papers.

Pace Univ., New York, N.Y. Center for Applied Research.
Pub Date- 78
Note-27p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Graduate Students, Higher Education, *Individualized Instruction, Performance Based Education, *Psychology, Research, *Research Design, *Research Methodology, *Social Science Research, Student Motivation, Teaching Methods, Undergraduate Students

The paper describes an individualized approach to teaching social science research methodology. The approach is intended to make psychology research in college level courses an exciting and rewarding experience for advanced undergraduate and graduate students. Advantages of this approach over more traditional approaches include that it requires less theoretical statistical understanding, demands fewer predesigned laboratory experiments, and allows students to begin work on their own research projects early in the semester. The approach centered on a system of lecture-programmed learning in which lectures were accompanied by over 300 slides which could be reviewed by students after class. In addition, a library of approximately 5,000 articles in 20 research areas was set up for student use. Also, students were taught to use the computer to utilize existing statistical programs. Since this approach to teaching research was started in 1972, 30 student papers have been accepted by various conferences and journals. Synopses of four papers are presented in the document. Topics focus on: 1) predictors of job training successes among female trainees in a work incentive program, 2) attitudes toward feminism among 24 adolescent females, 3) effects of classroom structure on creativity in children, and 4) men's ratings of women's attitudes toward the feminist movement. The document concludes with a listing of 48 papers published or presented under the direction of the author from 1973 to 1977. (DB)

Political systems often prefer passionate intensity over a controlled, detatched, probing rational inquiry and educational systems are frequently influenced. The eras of McCarthyism and post-Sputnikism are examples of such an interaction of these two forces. During the McCarthy era, careers were destroyed while educators and others stood pliantly by, unwilling to resist the passionate intensity that was reducing independent thought, creativeness, and aesthetic relationships. The period after the launching of Sputnik revealed how environmental pressures can operate with passionate intensity to control the educational process; in this case in the name of national interests. Educational institutions were manipulated to regain a lost sense of national destiny and assure technological supremacy over the USSR by favoring science and technology over aesthetics. Passionate intensity is dangerous because the rational, balanced approach espoused by educational systems can be masked with a sense of urgency in the name of national security or some other such popular, ubiquitous term. (JZ)

Interaction, Interagency Cooperation, *Intergroup Relations, International Programs, *Nonformal Education, Participation, Problem Solving, *Program Development, *Program Planning, Skill Development, Training

The paper examines collaborative program development in participatory nonformal education, emphasizing the process of programming based on field experiences of the Center for International Education of the University of Massachusetts. The objective is to serve as an initial step in the development of collaborative programming theory and practice. It is presented in six chapters. Chapter I defines collaboration in nonformal participatory education and identifies its historical origins, emphasizing economic and social developments and the contradictions within them. Chapter II discusses collaboration as a process, examining reasons for emphasizing the process rather than the product, and identifying constraint areas and goals. Chapter III suggests elements characterizing environments, agencies, and personnel of successful collaborative programs, such as government attitudes, flexibility, responsiveness, interdependence, cooperation, and communication. Chapter IV defines training needs, stressing skills needed, possible training methods, and the importance of consciousness raising. Chapter V outlines five stages in the collaborative process (exploration, establishment of the program, evaluation, establishment of procedures, and implementation) and offers facilitating methods to use during each stage. Chapter VI recommends further examination of the stages of collaboration, critical analysis of the prescriptions offered and their attendant values, and further analysis of the economic and political forces which direct collaborative efforts. Charts and figures illustrating the collaborative process conclude the study. (CK)

U.S. Constitution, the Illinois Constitution, the Declaration of Independence, and rules for displaying the U.S. flag. The objective is to aid adults in passing the constitution component of the GED examination. Topics covered include the history and important topics of the Declaration of Independence; the history, concept definitions, and articles of the U.S. Constitution; the United States government system and its processes; amendments to the Constitution; the Illinois Constitution and state government procedures and responsibilities; local government powers; and rules for displaying the flag. Questions pinpointing major concepts are offered for each topic, followed by reading material and the answers to the questions, as well as definitions for important terms and concepts. (CK)

ED 177 101 SP 014 057

Lumpkins, Bob G.

Elementary Education Methods Block and Professional Laboratory Experiences.

Pub Date-79
Note-11p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Field Experience Programs, Grouping (Instructional Purposes), *Learning Laboratories, *Methods Courses, Observation, *Preservice Education, Student Attitudes, Student Behavior, *Teacher Education, Tutoring

The general organizational and instructional procedures employed in teaching a methods course are described. The essential features that characterized the methods program are described in terms of the preservice teacher's role, the role of the instructor, grouping patterns employed, and teaching experience. A great deal of emphasis is given in this program to laboratory and field activities with traditional lecturing held to a minimum. (JD)

ED 177 128 SP 014 726

Denton, Jon J. Norris, Sherrill

Learner Cognitive Attainment: A Basis for Establishing a Student Teacher's Competence.

Pub Date-79
Note-26p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Classroom Observation Techniques, *Effective Teaching, Expectation, *Student Teachers, Teacher Behavior, Teacher Education, *Teacher Evaluation, Teaching Experience, *Teaching Styles

The feasibility of evaluating the performance of student teachers by observing the academic achievement of pupils was explored. The following questions were posed: Do expectancies of learners held by student teachers influence pupil achievement on a single instructional unit when prior achievement of pupils is held constant? Does the amount of prior solo teaching time and opportunity-to-learn time provided by the student teacher influence pupil achievement on a single instructional unit when prior achievement of pupils and expectancies held by student teachers are held constant? Does the planning and instructional effectiveness of the student teacher as perceived by the university supervisor affect pupil achievement on a single instructional unit when the other variables under consideration are held constant? Does this group of variables provide a model to explain the relationship between student teaching styles and pupil achievement? (JD)

ED 176 599 FL 010 842

Perkins, James A. And Others

Strength Through Wisdom: A Critique of U.S. Capability. A Report to the President from the President's Commission on Foreign Language and International Studies.

President's Commission on Foreign Language and International Studies, Washington, D.C.

Pub Date-Nov 79

Note-161p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 200402 (No. 017-080-02065-3, $4.75)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adult Education, Business, College Language Programs, Educational Finance, *Educational Policy, Elementary Secondary Education, Federal Aid, *Government Role, International Educational Exchange, *International Studies, Labor, *Language Instruction, *Needs Assessment, Organization, Postsecondary Education, Program Planning, *Second Language Learning, Teacher Education

Identifiers-*Presidents Commission on Foreign Lang Intl Studies, Recommendations

An evaluation of the current status of foreign language and international studies in the United States was undertaken by a President's Commission appointed for the task. The Commission concluded that such studies are being more and more neglected, to the detriment of the economic and security interests of the United States. The bulk of this report offers recommendations for funding, policy, and program planning which focus on the following areas of concern: (1) initiatives for establishing a high nationwide priority for foreign language and international education, (2) foreign language instruction in the primary and secondary grades (including teacher training needs), (3) university programs in both teaching and research, (4) international educational exchange, (5) citizen education in international affairs, (6) business and labor needs abroad, and (7) improvements in organization within and outside government. A prospectus is presented for a National Commission on Foreign Language and International Studies. Appendices provide details about the organization of the President's Commission, as well as a tabulation of budget implications of Commission recommendations. (JB)

HE

ED 176 617 HE 011 584

von Zur-Muehlen, Max

Full- and Part-Time Undergraduate and Graduate Enrolment by Level and Field of Study and Selected Disciplines, during the Sixties and Seventies. Part II.

Pub Date-15 Apr 77
Note-93p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Majors, College Programs, College Students, Educational History, *Enrollment Trends, Foreign Countries, *Full Time Students, *Graduate Students, *Higher Education, *Part Time Students, Trend Analysis, *Undergraduate Students, Universities
Identifiers-*Canada

The enrollment pattern at Canadian universities during the period 1962-1963 through 1974-1975 was studied for eight fields of study and 60 to 70 disciplines. Undergraduate, master's, and doctoral enrollment for both full- and part-time students during this period was examined. During this twelve-year period, the total full-time undergraduate enrollment increased from 130,000 to 295,000, with slightly more than half of the enrollment in the arts and science field. Part-time undergraduate enrollment for credit students increased from 39,000 to 138,000 during the same period. The number of full-time graduate students, at both the master's and doctoral levels, increased from 8,200 to 29,400 during the period 1962-1963 through 1969-1970, while the number of part-time graduate students tripled from 4,100 to 12,900. The greatest part of this increase was in the humanities and social sciences. During the period 1970-1971 through 1974-1975, full-time master's enrollment increased only from 20,600 to 21,300, with an actual decline in 1972-1973 and 1973-1974. The decline occurred particularly in the natural sciences, while the social sciences showed the greatest increase. Full-time doctoral enrollment declined from 10,000 to 9,100 between 1970-1971 and 1974-1975, while part-time enrollment increased from 2,500 to 3,700. Although the total number of doctoral students remained about the same, enrollment in education and the social sciences increased, while enrollment in mathematics and physical sciences and engineering and applied sciences declined. Forty-five tables present detailed data on full-time and part-time undergraduate and graduate level enrollment by field of study and by discipline over the twelve-year period. (SC)

ED 176 707 HE 011 884

Aleamoni, Lawrence M.

Are There Differences in Perceived Teaching Effectiveness Between Males and Females in Anthropology?

Pub Date-16 Nov 78

Note-13p.; Paper presented at the Annual Meeting of the American Anthropological Association (Los Angeles, California, November 16, 1978); not available in paper copy due to marginal legibility of original

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Anthropology, *College Faculty, College Freshmen, Effective Teaching, Females, Higher Education, Males, *Sex Differences, *Student Evaluation of Teacher Performance, *Student Opinion, Universities, *Women Teachers

The differences in student ratings between male and female instructors in Anthropology were examined in a study of approximately 3,156 student ratings of 82 male and 32 female instructors over a two-year period. An assessment instrument was developed to assess teaching effectiveness. Analysis of the results seemed to indicate that instructors in Anthropology were rated differently by their students in spite of extensive research findings to the contrary. On careful examination of the data it was discovered that the female instructors were teaching a disproportionately higher number of courses at the freshman level than their male counterparts. Since there had been extensive research evidence reporting more favorable ratings being assigned by graduate and/or upper division students the data in the present study needed further examination. When the ratings for the male and female instructors were reexamined within each course level all significant differences disappeared except at the freshman level, where the males were rated significantly more favorably than the females. It is noted that there were more females teaching multiple sections of a single course at the freshman level than males, which may account for the rating variance. (Author/PHR)

ED 176 726 IR 007 660

Ridgeway, Patricia M.

Library Sign Systems. Workshop Program Materials.

Pub Date-19 Apr 79

Note-11p.; Materials developed for the South Carolina Library Association: Public Services Section Workshop (Columbia, South Carolina, April 19, 1979)

Pub Type- Collected Works - Proceedings (021) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Designers, *Design Needs, *Graphic Arts, *Libraries, Library Facilities, Resource Materials, *Signs, Speeches, *Workshops

These program materials from the Library Sign Systems Workshop include a news story on the workshop; notes in outline form for a speech presented by Joe Sonderman, president of a graphic designs firm; and an annotated bibliography on signs and sign systems. The news release summarizes a presentation by Dorothy Pollet and Peter Haskell, editors of "Sign Systems for Libraries," who asserted that all library patrons have the right to find their own way around the library through the use of a good signage program and that many signs are used that make libraries appear amateurish, intimidating, and bureaucratic. Pollet then illustrated ways librarians can analyze signage needs, using mock-ups and models to test solutions. Sonderman addressed the participation of graphic designers and stressed the need for a good manual in design systems. The outline of his speech covers design process, planning the graphics, sign categories, materials and methods, special techniques, decision factors, and service provided by design consultants. (CWM)

ED 176 750 IR 007 704

Blackshear, Orrilla T., Comp.

Wisconsin Authors and Their Books, 1836-1975. A Compilation of Wisconsin Authors and Their Books, 1836-1975 Including Titles from Earlier Bibliographies.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Report No.-WSDPI-Bull-7100

Pub Date-76

Note-659p.; Page 220 is missing

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors-American Literature, *Authors, *Books

Identifiers-*Wisconsin

Approximately 5100 Wisconsin authors defined as having had residence in the state and having published one or more books are listed in this bibliography. The list is alphabetical by name of author; each author entry includes, where possible, birth and death dates, state locations with which the author was most frequently associated, and a record (in chronological order by publication dates) of the books written and published by the author. Categories of books not included in this listing are single speeches or lectures, publications of fraternal orders, single magazine or newspaper articles, graduate theses and dissertations, sermons, and state and federal government documents. (JD)

ED 176 774 IR 007 729

Frankie, Suzanne, Comp.

ARL Statistics, 1976-1977. A Compilation of Statistics from the One Hundred and Five Members of the Association of Research Libraries.

Association of Research Libraries, Washington, D.C.

Pub Date-77

Note-48p.; For related documents, see ED 136 760 and IR 006 961

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Doctoral Degrees, Enrollment, Interlibrary Loans, *Library Collections, *Library Expenditures, Microforms, *Personnel, *Research Libraries, Serials, *University Libraries

The 105 institution libraries of the Association of Research Libraries (ARL) now have over 238 million volumes in their collections, employ 35,000 personnel, and spent over $625 million in 1976-77 to support their programs. Additional data presented in this report include (1) statistical tables for each member concerning its collections, interlibrary loans, expenditures, and personnel; (2) university statistics on fall 1976 enrollments, Ph.D.'s awarded, and Ph.D. fields; (3) microform statistics, showing reels of microfilm, number of microcards, microfiche, and microprint sheets; (4) an analysis of selected variables, providing high, low, and median figures for 10 categories; and (5) 15 rank order tables of university libraries with one summary table. The report also contains the instructions for completion of the questionnaire used to gather the data, footnotes to the statistics, and an index. (JD)

ED 176 795 IR 007 762

National Planning for Bibliographic Control. Minutes of the Ninety-Fourth Meeting, May 10-11, 1979 at Cambridge, Massachusetts.

Association of Research Libraries, Washington, D.C.

Pub Date-May 79

Note-161p.; Appendix A was removed prior to filming due to illegibility; For related document, see IR 007 153

Available from-Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 ($5.00 per issue for members, $7.50 per issue for non-members)

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Cataloging, Library Automation, Library Networks, *National Programs, *Planning, *Research Libraries, *Speeches

The minutes of this meeting provide the texts of the seven addresses given during the program sessions, as well as the discussions that followed each session: C. Lee Jones, Bibliographic Service Development Program''; Henriette D. Avram, The Role of the Library of Congress in National Planning for Bibliographic Control''; James F. Govan, Implications for Research Libraries''; Gary E. Strong, The Washington Library Network''; Frederick G. Kilgour, OCLC, Inc.''; Edward E. Shaw, The Research Libraries Information Network''; and Robin Braithwaite, The University of Toronto Library Automation System.'' Also included is the special presentation, by Jaroslav Pelikan, The Wisdom of Prospero.'' The business meeting portion of the document contains various reports, e.g., special reports on the National Commission on Libraries and Information Science and the National Endowment for the Humanities, and the appendices include the annual report of the Office of Management Studies; lists of the meeting's attendees, officers, board of directors, committees and task forces of the association, and association members; and the auditor's report. (JD)

ED 176 853 PS 010 642

Homberg, Erentraud, Ed.

Pre-School Children and Television: Two Studies Carried Out in Three Countries.

Pub Date-78

Note-78p.

Available from-K.G. Saur Publishing, Inc., 175 Fifth Avenue, New York, New York 10010 ($9.25)

Pub Type- Reports - Research (143) - Collected Works - General (020)

Document Not Available from EDRS.

Descriptors-*Childrens Television, *Educational Television, Family Characteristics, Family Influence, Foreign Countries, Parent Attitudes, *Parent Influence, *Preschool Children, *Television Viewing

Identifiers-England, Ireland, Sweden

This brochure presents the summaries of two major studies carried out in three European countries concerning the role of television in the life of preschool children. The first study involved participant observation and interviews of 90 families from England and 50 families from Ireland over a 6-month period. The children studied were between the ages of 3 years and 4 years, 8 months. A major objective of the study was to obtain a comprehensive survey of the children's activities and not just of their viewing habits. Data are reported on the following: daily routines of the children; relations between the children's television consumption and family variables; the children's attentiveness to television programs; the relative popularity of different children's programs; the mothers' influence on their children's viewing habits; the mothers' attitudes towards television commercials; parental appraisal of television; and the television producers' educational aims. The second study also involved observation and interviews, this time with 50 families from a large town and a small town in Sweden. Conclusions are stated regarding the relation between child's level of T.V. viewing and parents' level of education, child's age and sex; parents' attitudes and behavior towards and influence on children's viewing habits; indirect and direct, long term effects of television on children; and the role of other mass media in the life of preschool children. In addition, comments are made on the role of television as an intellectual, social, emotional, and creative stimulus in children's development. (Author/SS)

ED 176 872 PS 010 875

Dreyer, Linda

Permanent Planning in Foster Care: A Guide for Program Planners.

Portland State Univ., Oreg. Regional Research Inst. for Human Services.
Spons Agency-Public Services Administration (DHEW), Washington, D.C.
Pub Date-78
Grant-84-P-90555/0-01
Note-107p.; For related document, see PS 010 874
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrator Role, *Decision Making, Demonstration Programs, *Foster Homes, Organizational Climate, *Organizational Development, Program Administration, Program Design, *Program Development, *Program Planning, Self Evaluation

This guide focuses on the major tasks involved in organizing, planning, and implementing a permanent planning program for foster care. Phase I is concerned with how to organize administrative support for the program so that program planning and implementation can proceed. It also discusses how to overcome some possible hurdles in working to gain such support from superiors or subordinates on an agency staff. Phase II discusses issues which are essential for making decisions about the program's design. These include (1) who to involve in program planning, (2) how to organize information, and (3) how to establish goals and objectives. Phase III is concerned with those administrative activities that help to stabilize the demonstration program or the management tasks that must be accomplished by the program manager so that staff can deliver services. (MP)

ED 176 929 RC 011 639

Olson, Mary And Others

The Measurement of Political and Income Aspirations and Expectations.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
Pub Date-22 Aug 79
Note-49p.; Paper presented at the Annual Meeting of the Rural Sociological Society (1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aspiration, Attitudes, Economic Status, Expectation, Grade 11, *Income, Occupational Aspiration, *Politics, *Rural Youth, Secondary Education, Sociology, *Status, Test Construction, *Test Validity
Identifiers-Wisconsin (Chippewa Falls)

A need existed for instruments to measure status isomorphs for either income or political influence in the process of status attainment. To provide a base on which to build further work, instruments were developed in this project by which to measure youth's aspirations for and their significant others' expectations for the youth's future levels of income and political influence. During the spring of 1976, 292 Chippewa Falls, Wisconsin, junior class members answered questionnaires to test the reliability and validity of 4 test instruments. The four item Political Aspiration Scale measured youth's aspirations for future political influence at local, state, and federal levels of government covering two dimensions of aspirations which were idealistic/realistic and short term/long term. A four item Income Aspiration Scale Measured students' aspirations for future personal income, again covering the same dimensions. Findings indicated that both these scales had face validity and less adequate construct validity. Alpha coefficients were very high but stability of the measures was low, calling into question the usage of these scales on high school age youth. The Significant Other Elicitors (Political Form and Income Form) were tested on a maximum of three individuals named by each of 56 randomly selected youth. The results of all measures seemed promising, but the research should be extended using the specific guideline outlined. (NEC)

ED 177 043 SO 011 977

Hudson, Barclay M.

Forecasting Educational Futures. Resolving Uncertainties and Disagreements through Compact Policy Assessment.

Barclay Hudson and Associates, Santa Monica, Calif.

Pub Date-Oct 78

Note-35p.; Paper prepared for the World Future Society Conference on Educational Futures (Houston, Texas, October 20-22, 1978)

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Change Strategies, Citizenship, *Decision Making, Educational Alternatives, Educational Planning, *Futures (of Society), Needs Assessment, *Planning, *Policy Formation, Political Issues, *Program Evaluation, Public Policy, Research Needs, Social Problems

Descriptions of models for policy analysis in future studies are presented. Separate sections of the paper focus on the need for appropriate technologies of social science in future studies, a description of ``compact policy assessment'' (CPA), and a comparison of two CPA methods, Compass and Delphi. Compact policy assessment refers to any low-cost, short-term approach to project evaluation and decision making. It employs structured workshops to define key policy choices and issues, intensive short-term research on major points of uncertainty, special attention to lessons of historical experience in appraising new proposals, and use of concise, graphic reporting formats to gain early feedback. Both versions of CPA, Delphi and Compass, are designed to address complex problems with a fairly simple procedural formula, offer results based on judgment rather than objective data, encourage divergent exploration of new perspectives, emphasize the value of fruitful tension between opposing views, and seek to economize on information processing. Differences include compactness (Compass is a half-day procedure; Delphi is more elaborate), definition of issues (Compass is open-ended; Delphi employs standard survey research techniques), and methods of handling differences of opinion. An illustration of the use of Compass in assessing educational alternatives projected to the year 2000 and a discussion on the use of CPA to achieve a more sophisticated role for all citizens, including children, conclude the document. (KC)

Francese, Peter K.

The 1980 Census: The Counting of America. Population Bulletin, Vol. 34, No. 4.

Population Reference Bureau, Inc., Washington, D.C.
Pub Date-Sep 79
Note-45p.; Census questionnaire marginally legible
Available from-Circulation Department, Population Reference Bureau, Inc., 1337 Connecticut Avenue N.W., Washington, D.C. 20036 ($2.00, quantity discounts available)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *Census Figures, *Demography, *Population Education, Population Growth, Population Trends, Questionnaires, Secondary Education
Identifiers-*Census 1980, *Census Bureau

The booklet describes the United States Census Bureau program for conducting and making available the results of the 1980 census which will attempt to reach 80 million households. It examines in detail the questionnaire itself, the planning that went into it, the Census Bureau plans and programs for eliciting public cooperation and finding everybody, how the 1980 results will be processed and published, and how they can be obtained. It covers the importance of the census results for public programs ranging from Congressional reapportionment and federal revenue sharing to local services planning and private businesses, and describes the census geography and computerized address coding systems devised by the Census Bureau which make it possible to handle a census of this size by mail. The conclusion discusses plans for the first United States mid-decade census in 1985, and summarizes the importance of the 1980 census as a measure of dramatic change in demographic, political, and statistical factors. Three appendices are included which list printed reports and computer tapes for the 1980 census, regional data user services officers and U.S. Department of Commerce district offices, and census reference works. The complete 1980 questionnaire is reproduced and annotated. (Author/CK)

ED 176 950 SE 027 865

Wirtz, Robert

The Tyranny of Tests in Elementary School Mathematics.

Curriculum Development Associates, Inc., Washington, D.C.
Pub Date-Apr 79
Note-24p.; Paper presented at the annual meetings of the National Council of Supervisors of Mathematics and the National Council of Teachers of Mathematics (Boston, Massachusetts, April 1979); For related document, see SE 027 864; Not available in hard copy due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum, Elementary Education, *Elementary School Mathematics, *Instruction, *Mathematics Education, Memory, Pattern Recognition, Speech, *Tests
Identifiers-*National Council of Supervisors of Mathematics, *National Council of Teachers of Mathematics

This position paper is an extension of a presentation delivered to the National Council of Supervisors of Mathematics and the National Council of Teachers of Mathematics at their annual meetings in San Diego, 1978. Four limits in test design are discussed: focus on low-level skills, general adherence to randomness, filling in blanks, and right answers. These limits are suggested as having been transferred to the instructional and learning program in elementary school mathematics. A discussion of areas that might be productive in attacking this problem centers around topics such as children as learners, different kinds of speech, uncertainty and intervention, patterns and language, and memory. (MP)

Nutrition Education: A Cooperative Effort. Leader Guide.

Massachusetts Dept. of Education, Boston. Bureau of Nutrition Education and School Food Services.

Spons Agency-Department of Agriculture, Washington, D.C.

Pub Date-76

Note-40p.; One-page newspaper article in Spanish

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Students, Consumer Protection, *Elementary Education, *Health Education, *Nutrition, Program Development, *School Community Cooperation, Spanish Speaking, Workshops

This guide is a reference to assist nutrition educators in conducting a nutrition education project for certain target populations. It represents activities undertaken with school, home, and community cooperators in Lowell, Massachusetts, to improve the nutritional knowledge of bilingual (Spanish speaking) children and their families. Formats for workshops attended by educators and parents are presented as well as specific educational activities designed for classroom use. (JD)

Beran, Robert L. Kriner, Richard E.

A Study of Three-Year Curricula in U.S. Medical Schools.

Association of American Medical Colleges, Washington, D. C.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md Bureau of Health Manpower.
Report No.-HRP-0901690
Pub Date-Aug 78
Contract-231-75-0603
Note-315p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Administrator Attitudes, Comparative Analysis, *Curriculum Development, Federal Aid, Higher Education, *Medical Education, *Medical Schools, Medical Students, National Surveys, Participant Satisfaction, Program Evaluation, *Program Length, Teacher Attitudes, Time
Identifiers-Medical School Faculty, *Time Shortened Degree Programs.

The reduction of traditional medical curricula from four to three years by many medical schools in the U.S. since approximately 1969 a major experiment in medical education was studied. The effects on the institutions and medical programs were examined by analyzing the information regarding: (1) the school's decision to convert to a three-year program, (2) the process by which such programs were adopted and conducted, (3) the attitudes toward the program by the school administration, department chairman, faculty, and students, (4) graduate appraisals, (5) the curricular characteristics, and (6) the comparative nature of financial, admissions, student, and related institution variables with those of selected schools conducting four-year programs. Study schools were classified on the basis of their provision of a required or optional program. Further distinction was made for old schools and new schools. A total of 18 institutions participated in the project. Data were derived primarily from: the study schools, the Institutional Profile System (IPS) maintained by the Association of American Medical Colleges, the survey instrument developed for the study, and the institutional site visits to 16 schools. It was found that the major impetus for change to a three-year program came from the deans or the administrative staff and major opposition came from the medical basic science department chairman. Included are the questionnaire, questionnaire responses, and several tables and charts. (LC)

ED 176 670 HE 011 799

Williams, Vernon
Faculty Development in ADAPT. (A Piagetian Curriculum for the Freshman Year).
Pub Date-Mar 79
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, Educational Theories, Effective Teaching, *Faculty Development, Higher Education, *Inservice Programs, Instructional Improvement, *Learning Theories, Participant Satisfaction, Program Development, Statistical Analysis, Surveys, *Teacher Workshops
Identifiers-*ADAPT Program, Piaget (Jean), University of Nebraska

Faculty development growing out of a Piagetian curriculum (ADAPT) for the collegiate freshman year at the University of Nebraska is discussed in this paper. ADAPT faculty workshops focusing on the Piagetian theory and applications of the theory in teaching are described. The workshop is evaluated by means of a participant self-report and post-workshop behavior. The effectiveness of a year-long faculty development course is also assessed. The workshops were evaluated highly (89-97 percent positive response). Of those indicating whether they would attend a follow-up workshop, almost half said yes. Results were mixed for the year-long faculty development course. Interviews revealed that ADAPT faculty participants emphasized using theory whereas a comparison group focused primarily on technical and informational matters. The study also indicated that ADAPT participants described approaches compatible with a Piagetian framework more often than the comparison group. (Author/SF)

ED 176 689 HE 011 847

Brown, George H.

Degree Awards to Women: An Update.

National Center for Education Statistics (DHEW), Washington, D.C. Adult and Vocational Education Surveys and Studies Branch.

Report No.-NCES-79-360

Pub Date-Jan 79

Note-36p.

Available from-National Center for Education Statistics, Washington, DC

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bachelors Degrees, College Graduates, Comparative Statistics, *Doctoral Degrees, Enrollment Trends, *Females, Graduate Study, *Higher Education, *Masters Degrees, *Professional Education, Sex Differences, Trend Analysis

An update, as of 1977, of four National Center for Education Statistics reports concerned with changing patterns in degree awards to women is presented. Separate chapters are devoted to bachelor's, master's, doctoral, and first-professional degrees. Each chapter consists of an overview, an examination by field of study of the percentage representation of women among degree recipients in 1977 as compared with 1971, and an examination of the relative popularity of different fields of study for men and for women, and how this has changed between 1971 and 1977. An overall finding of the report is that most of the trends identified in the four small reports continue to be evident in the 1977 data. Among findings are that at all four degree levels women continued to increase their percentage representation among degree recipients; that in 1977 women accounted for 46.2 percent of the bachelor's degrees, 47.1 percent of the master's degrees, 24.3 percent of the doctoral degrees, and 18.7 percent of the first-professional degrees; and that at both the bachelor's and master's levels women tended to show the greatest increases in those fields in which they have traditionally had small representation. (Author/PHR)

ED 176 751 IR 007 705

Kirtland, Monika

Women's Studies: A Bibliographic Essay.

Pub Date-78

Note-39p.

Pub Type- Reference Materials - Bibliographies (131) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Books, History, Information Centers, *Information Sources, Periodicals, Professional Associations, Publishing Industry, Reference Materials, *Womens Studies

The essay section provides a definition and short history of women's studies and explores the implications in regard to the administration and teaching of such courses. The bibliography lists and annotates material useful for all levels of education. Information sources covered include government agencies and societies, reference sources (such as guides to the field, bibliographies, indexes, directories, data bases), books, journals, articles, and publishers. (Author/JD)

ED 176 893 PS 010 924

Irvine, David J. And Others

Parent Involvement Affects Children's Cognitive Growth.

New York State Education Dept., Albany. Div. of Research.
Pub Date-31 Aug 79
Note-15p.; For related document, see PS 010 919
Available from-Prekindergarten Evaluation Unit, State Education Department, Albany, New York 12234 (no charge)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, Family Income, Knowledge Level, Parental Background, *Parent Influence, *Parent Participation, *Preschool Children, *Preschool Programs, Thought Processes, Verbal Development
Identifiers-New York Experimental Prekindergarten Program

As part of a longitudinal study of the New York State Experimental Prekindergarten Program, the effect of degree of parental involvement in the program on children's cognitive development was examined. Parent involvement included employment in the program, school visits, home visits by school personnel, group meetings, and incidental contacts such as telephone calls. Degree of involvement ranged from 0 to 200 hours. Three kinds of cognitive development were examined: (1) general reasoning, measured by the Walker Readiness Test for Disadvangated Children; (2) school related knowledge and skills, measured by the Cooperative Preschool Inventory; and (3) knowledge of verbal concepts, measured by the Peabody Picture Vocabulary Test. Results showed that parent involvement had a favorable effect on all three kinds of cognitive development. The effects were found regardless of the child's age, mother's education, or family income. For general reasoning and school related knowledge and skills, the effects were also found, regardless of the child's score on the same test at the beginning of prekindergarten. For knowledge of verbal concepts, however, the effect of parent involvement tended to be greater for children who were initially lowest in knowledge of verbal concepts. (Author/SS)

Guidelines for Self-Assessment of Secondary-School Science Programs, 2: Our School's Science Teachers.

National Science Teachers Association, Washington, D.C.
Pub Date-78
Note-15p.; For related documents, see SE 028 881-885; Not available in hard copy due to copyright restrictions; Contains light and broken type
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Order No. 471-14738; $5.00 complete set, $1.00 ea.)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement, *Educational Assessment, Evaluation Methods, Measurement Instruments, *Program Evaluation, Science Curriculum, Science Departments, Science Education, *Science Teachers, *Secondary School Science, Teacher Evaluation
Identifiers-*National Science Teachers Association

This is part of a series of four modules intended to present guidelines for self-assessment of secondary science teachers. This module is intended and designed to generate an overall or composite picture of how the science teachers see themselves as individuals and as a group, or team, of professionals. The two parts of assessment for each module are desirability and achievement. (SA)

Project City Science Progress Report No. 16. January 1, 1979 to May 31, 1979.

New York Univ., N.Y. School of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79
Note-85p.; Contains occasional light and broken type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Research, *Higher Education, *Junior High Schools, *Preservice Education, Science Activities, *Science Curriculum, Science Education, Secondary Education, *Secondary School Science, Teacher Education

Project City Science, funded by the National Science Foundation, is designed by the New York University as an urban systems approach to the improvement of intermediate science teaching in New York City. This report consists of three major sections. The first section describes the preservice program, which includes courses presented, school involvement, and New York City License Exams. The second section describes the Model Districts Program. Science activities which show the curricular adaptation efforts, field trips, special projects, and the role of the coordinator are included. The third section describes the research program and efforts of the research team. This includes the presentation of research papers. An introduction and a sample of the instructional materials are also included. (HM)

ED 177 061 SO 011 998

Kindervatter, Suzanne

Nonformal Education as an Empowering Process with Case Studies from Indonesia and Thailand.

Massachusetts Univ., Amherst. Center for International Education.
Pub Date-79
Note-306p.; For related documents, see SO 011 986 and SO 011 997
Available from-Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00)
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Area Studies, Case Studies, Change Strategies, *Comparative Education, Developed Nations, *Developing Nations, Development, *Individual Power, Learning Processes, *Nonformal Education, Self Directed Groups, Social Change
Identifiers-Indonesia, Thailand

This monograph discusses the role of nonformal education in increasing peoples' powers of self-determination within underdeveloped countries. Chapters I and II review the causes of underdevelopment, ways in which the third world depends upon developed countries, strategies for overcoming dependency, and the role of individuals in promoting their country's development. Chapter III defines nonformal education and relates it to the ``empowering'' process. Empowering is defined as people gaining an understanding of and control over social, economic, and/or political forces in order to improve their standing in society. In Chapter IV the major characteristics of an empowering process are identified. Chapter V describes specific nonformal education programs in Indonesia and Thailand in which groups of young adults from rural and village areas attended workshops to increase their levels of understanding of and participation in local problem solving. Concluding chapters examine aspects of the Indonesian and Thai programs, including small group structure, transfer of responsibility, participant leadership, experiential learning, and methods which encouraged self-reliance. (AV)

ED 177 129 SP 014 757

Keislar, Evan R.

Attributions of the Success-Oriented Teacher for Students' Successes and Failures.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Achievement Need, *Attribution Theory, *Goal Orientation, *Self Esteem, Self Evaluation, Success Factors, *Teacher Attitudes, Teacher Behavior, Teacher Motivation, Teacher Responsibility

Twenty-nine student teachers selected for high success orientation toward teaching, compared with 34 controls selected for high failure-avoidance orientation, took relatively more credit for their students' academic successes than they gave their students; they also accepted relatively more blame for students' failures. However, an analysis of the attribution subtests revealed that such differences reflected the fact that the success-oriented teachers attributed, more than the control group did, both students' successes and failures to their own teaching efforts or lack of them, not to their teaching abilities. Results generally support an attributional interpretation of achievement motivation among teachers. (Author)

Ioup, Georgette Kruse, Anna

Interference versus Structural Complexity as a Predictor of Second Language Relative Clause Acquisition.

Pub Date-Jun 77
Note-14p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Learning, Contrastive Linguistics, English (Second Language), *Error Analysis (Language), *Error Patterns, *Interference (Language Learning), Language Processing, Language Research, Learning Processes, *Prediction, Psycholinguistics, *Second Language Learning, Sentences, Structural Analysis, Transfer of Training
Identifiers-*Relative Clauses (Language)

Current research on adult second language learning suggests that study is necessary to separate interference variables from intralinguistic variables and to determine the relative difficulty of structures in each group. This research on the acquisition of the English relative clause was specifically designed to test the transfer hypothesis specified by Lado. In the first portion of the study the role of interference is investigated; in the second part, a definition of a natural difficulty ordering for the stages of relative clause acquisition is proposed. Grammaticality judgments were elicited by presenting speakers of several different languages with a written list of 36 sentences, each containing a relative clause structure. Subjects were asked to judge them as structurally correct or incorrect. The main question was whether it is language group, sentence type, or a combination of the two that is more predictive of a learner's performance. Results show that sentence type rather than native language background is the most reliable predictor of error. An attempt is made in the second part of the study to ascertain if there exists a natural difficulty ordering among the various types of relative clause structures. If such an ordering is found to exist, it might be determined to what extent it reflects the acquisition strategies employed by first language learners of English. (AMH)

ED 176 635 HE 011 686

Faculty Assessment Project for Colleges of Osteopathic Medicine. Final Report, Covers Period of Performance During September 26, 1977-October 25, 1978. Volumes 1, 2, and 3.

American Association of Colleges of Osteopathic Medicine, Washington, D.C.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.-HRP-0901719; HRP-0901726; HRP-0901727

Pub Date-Oct 78

Contract-231-77-0066

Note-403p.

Pub Type- Reports - Research (143) - Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC17 Plus Postage

Descriptors-Consultants, *Effective Teaching, *Faculty Development, *Faculty Evaluation, Financial Support, Guidelines, Higher Education, Inservice Programs, Instructional Staff, *Medical Education, Medical Schools, Models, Needs Assessment, *Osteopathy, Participant Satisfaction, Program Evaluation, Teacher Workshops, Teaching Methods

Identifiers-*Medical School Faculty

The three volume report includes (1) an executive summary; (2) a comprehensive report reviewing the literature on current faculty development needs in schools of osteopathic medicine; and (3) a volume of resource materials. The study gauges the formal organizational and programmatic factors that influence the success of faculty development programs in medical settings, and provides materials to assist in the implementation of faculty development assessment programs. The project considers issues in two broad areas: instructional skills i.e., the training faculty members have had for the teaching role and current educational practices employed as well as interest level in instructional skills and educational issues identified by the faculty; and program assessment. The latter section reviews the literature of faculty development models, programs and program evaluation, surveys and assesses five model faculty development projects, and assesses sources of funding for faculty development models. Some major findings of the survey are that the majority of faculty have had no formal preparation in instructional skills and that formal preparation in instructional skills is highly valued by those who have participated in courses, workshops, or training sessions on educational issues. The resource volume consists of a bibliography in faculty development, a directory of faculty development consultants, and guidelines for securing private and federal funding. (Author/PHR)

ED 176 708 HE 011 886

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1976 and Transition Quarter. Detailed Statistical Tables Appendix B. A Report to the President and Congress.

National Science Foundation, Washington, D.C.
Report No.-NSF-77-325
Pub Date-77
Note-144p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Agency Role, Comparative Statistics, *Engineering Education, Facilities, *Federal Aid, Federal Government, *Federal Programs, Financial Support, Government School Relationship, Grants, Higher Education, Nonprofit Organizations, Private Schools, *Research and Development Centers, *Resource Allocations, *Science Education, State Universities, Tables (Data)
Identifiers-Research and Development

Statistical data concerning funds budgeted by 14 federal agencies for grants and contracts in science and engineering to institutions of higher education in fiscal year 1976 are compiled in this appendix of a report issued by the National Science Foundation. These funds provide an estimated 95 percent of all funds for scientific and engineering research and development at higher education institutions. It is noted that these statistics refer to amounts budgeted (obligations) and not actual expenditures. Funding categories excluded from the statistics are: loans, agency support of federal employee training and development activities, and all forms of indirect support such as funds allocated to state agencies. Six categories of allocations are included: (1) research and development; (2) research and development facilities; (3) facilities and equipment for instruction in sciences and engineering; (4) fellowships, traineeships, and training grants; (5) general support for science and engineering, and (6) other science and engineering activities. The data are tabulated by geographic distribution, agency, type of activity, amount received, field of science, and type of control. An institution listing by state is provided as well as data on federal obligations to various research and development centers. (SF)

ED 176 727 IR 007 661

Nebraska Library Trustee Manual.
Nebraska Library Trustee Association.
Pub Date-77
Note-29p.; Colored stock of original may limit reproducibility
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Governing Boards, Laws, Library Networks, Organizations (Groups), *Public Libraries, Qualifications, Responsibility *Trustees
Identifiers-*Nebraska

This manual provides basic information for Nebraska library trustees concerning a good library, qualifications of trustees, duties of trustees, the library policy, book selection policy, the business of the board, Nebraska library networks, statewide library development, the Nebraska Library Commission, friends of the library, organizations and conferences, the Library Bill of Rights, and recommended books and periodicals. Appendices outline the orientation of new trustees and the bylaws of the Nebraska Library Trustee Association and mention laws relating to library trustees. (JD)

ED 176 775 IR 007 730

Green, Christine H.

A Cataloguing Manual for the Curricular-Career Information Service.

Pub Date-Dec 78

Note-34p.; Appendix C (flow charts) will not reproduce well because of the type size and quality

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Planning, *Careers, *Cataloging, Filing, *Information Services, Librarians, *Methods, *Resource Materials, Subject Index Terms

Identifiers-Florida

The procedures, process, problems, and policies of the career information cataloging system are described for librarians. Of the many tools for the delivery of career information for which the librarian is responsible, the card catalog is emphasized as having the highest priority in permitting access to information dealing with specific occupations in the career field, and to information ancillary to the career planning process, including material on educational opportunities, employability skills, and the problems of women, the handicapped, and other minorities entering the world of work. Types of files maintained in the card catalog are outlined, and the cataloging procedures are described with special attention given to the use of the Dictionary of Occupational Titles and the cataloging of non-print materials. This manual also provides courses of action for cataloging non-ephemeral information to be included in the collection and information to be included in the vertical file. Appendices provide an introduction to PRECIS (a computer-based system of subject headings), special projects, and a flow chart of the cataloging process. (FM)

Carnevale, Thomas A.
Qualifications of the Two-Year College Mathematics Teacher: What Are They, What Should They Be?
Pub Date-Apr 78
Note-11p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (San Diego, California, April, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, Community Colleges, *Faculty Development, Graduate Study, Inservice Teacher Education, *Junior Colleges, Masters Degrees, *Mathematics Teachers, *Teacher Education, Teacher Qualifications

By the very nature of a comprehensive community college, a faculty member must be able to handle diverse instructional settings, i.e., teaching the math major, the vocational student for whom math is a requirement, and the developmental/remedial student. To do this effectively requires adequate pre-service and in-service educational opportunities. While at present 80% of all two-year math teachers hold a Master's Degree (MA) in math, this should be a minimum requirement. However, a traditional MA program might not be as appropriate as a program designed for two-year college teachers, which would (1) provide broad training in math; (2) investigate the role of math in society; (3) examine current issues in two-year college math instruction; (4) investigate theories of learning as they relate to math; (5) examine specific methodologies; and (6) investigate the use of math in other disciplines. The other essential in maximizing teacher performance is formal and informal options for professional development. Instructors tend to be dissatisfied with post-graduate programs and to feel that there are too few opportunities of an informal nature and a lack of programs that are appropriate to the needs of two-year college math teachers. Short courses, summer programs, regional and local seminars, and department seminars might be used to revitalize teachers' math interest and allow discussion of common issues and problems. (AYC)

Student Guide for Documenting Experiential Learning: General Office Practice.

Coastline Community Coll., Fountain Valley, Calif.
Pub Date- 79
Note-36p.; For a related document, see JC 790 540
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, Bookkeeping, Business Correspondence, *Business Skills, Community Colleges, *Course Objectives, *Employment Experience, *Experiential Learning, Filing, Job Skills, Junior Colleges, Knowledge Level, *Measurement Instruments, *Office Occupations Education, Secretaries, Skill Analysis

Coastline Community College has developed a series of guides to assist adults who wish to obtain college credit or advanced standing in evaluating and verifying their non-college learning experiences. This guide lists the competency requirements of four courses within the General Office Practice program: Filing, Business Correspondence, Secretarial Procedures, and Bookkeeping. The student is asked to measure the knowledges and skills he/she has acquired on the job against specific behavioral objectives of each course. This evaluative process is facilitated by sections of the guide which ask whether the student is competent in each particular knowledge or skill and which provide opportunity for the student to record the basis of his/her competence or his/her ability to verify the competence. Verification is possible through: (1) a personal interview, (2) a job description of an applicable position that was held, (3) standard examination, (4) examples of written evidence, (5) completion of non-credit course or in-service training, (6) an instructor interview with present supervisor, or (7) other means specified by the student. The guide also refers to the concurrent use of a portfolio prepared by the student to identify, describe, and evaluate past learning experiences. (AYC)

ED 176 854 PS 010 672

Moore, John C., Jr.

Day Care as a Family Support Service: Household Decision-Making and Implications for Policy.

Pub Date-18 Feb 79

Note-12p.; Paper presented at the Eastern Regional Meeting of the American Home Economics Association (1st, February 18, 1979)

Available from-John C. Moore, Jr., 2030 Golf Course Drive, Reston, Virginia 22091 ($1.50)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Day Care Services, Decision Making, Early Childhood Education, *Family Characteristics, Federal Government, *Federal Programs, Federal Regulation, Government Role, *Policy Formation, *Public Policy

This paper discusses public policy implications of viewing day care as a support service to families. The paper begins with a presentation of various rationales to justify government involvement in day care services, several possible roles to be played by government (direct subsidy, delivery of services, regulation[illegible] and a generalized government perspective that unites a broad range of services and policy arenas. It is observed that if government involvement in day care is intended to provide support service to families, it is necessary first to examine how families make day care decisions. The second section of the paper presents the factors that may influence family decisions regarding use of day care. This discussion, which includes a mixture of hypotheses and research findings, is described as a tentative formulation. Policy implications are presented in the third section. The implications are based on two assumptions: (1) that enhancing family functioning is the dominant rationale for government involvement, and (2) that the second section is a reasonable portrayal of day care decision making. It is argued that parental ability [illegible] choose among types of day care and specific facilities should [illegible] unfettered as possible. (Author/RH)

ED 176 873 PS 010 876

Riley, Donald P. And Others

Parent-Child Communication. Workshop Models for Family Life Education.

Family Service Association of America, New York, N.Y.
Pub Date-77
Note-154p.
Available from-Family Service Association of America, 44 East 23 Street, New York, New York 10010 (Paper, $8.95, discount on quantity orders)
Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Affective Behavior, *Communication Skills, Emotional Experience, *Family Life Education, *Improvement Programs, Listening Skills, Parent Child Relationship, Parent Education, *Parent Workshops, *Problem Solving, Self Expression, Verbal Communication

This manual provides leader guides for six workshop sessions for parents who wish to improve their communication and problem solving skills. Session I emphasizes that behavior is a sign of an underlying feeling and that parents should look for signs of feelings in the actions of their children. Session II stresses the importance of sensitive listening and responding. Sensitive expression of ideas is explored in Session III. Sessions IV and V provide a problem solving method and practice exercises which allow parents to develop their listening and expressive skills. Session VI consists of review, discussion and evaluation activities. Handouts for each workshop session are included and home practice exercises are indicated. The manual is designed as a general guide for conducting parent-child communication workshops and as an aid in training and supervision. This volume is one of a series intended to promote the exploration of new alternatives and the utilization of new options in day-to-day living through programs in family life education. (Author/RH)

ED 176 912 RC 011 585

Mookherjee, Harsha N. Hogan, H. Wayne

Delinquency As A Function of Personal and Social Controls.

Tennessee Technological Univ., Cookeville.

Pub Date-22 Aug 79

Note-11p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, Vermont, August 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior, Codes of Ethics, College Students, *Delinquent Identification, Females, High School Students, *Individual Power, Males, Parental Background, Peer Influence, Personal Adjustment, *Rural Youth, *Self Control, Self Esteem, Sex Differences, *Social Influences, *Socially Deviant Behavior, Youth Problems

Identifiers-*Tennessee

To determine if the greater the degree of personal or social control the individual experiences, the less likely it is that he or she will behave in a deviant, delinquent manner, 257 male and 229 female high school and introductory-level college students residing in rural Tennessee were group-tested by their instructors during regularly scheduled class periods. Various measures, scales, and tests were used to study eight independent variables. Fathers' occupational and educational attainments, birth order, and peer ties were seen as measures of social control which the individual cannot alter. Self esteem, anomie, deviance proneness, and perceptions of legally attaining societal values/goals were viewed as a personal source of control over one's intentions and actions. The dependent dimension was a measure for self-reported delinquency admitted to by subjects for the year preceding the survey date. Results indicated that deviance proneness was reported less by females than by males and less by subjects whose fathers had attained higher educational and occupational levels; perceptions of greater achievement opportunities were associated with higher self-esteem scores and with fewer instances of reported delinquency. As hypothesized, personal control factors accounted for most of the variance in reported delinquency, and of the variables contributing least to an explanation of delinquency, four were social control factors. (NEC)

ED 177 026 SO 011 281

McNeily, Geraldine Day

Child Socialization and Education: Innovative Open Education Its Goals and Values and Their Reflection in Primitive Child Socialization.

Pub Date- 78

Note-13p

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development, Comparative Analysis, Educational Innovation, Educational Philosophy, *Educational Research, Elementary Education, Observational Learning, *Open Education, Parent School Relationship, Private Schools, Public Schools, School Community Relationship, *Socialization, *Success Factors, *Values

The research compares two open education programs in New York City (one in a private school, one a public school) from 1970 to 1976. Both programs stressed decentralization of the classroom into interest areas, individually created learning materials, and participation by children in decisions regarding use of time and space. The purpose of the study was to determine what conditions in structure and attitude are required for open education programs. The research involved classroom observation to determine to what degree open education goals were being fulfilled. Research also entailed extensive interviews with teachers, parents, children, and the administration to determine attitudes, values, and roles in the open education environment. Findings indicated that the program in the public schools diminished in status and was less popular in 1976 than in 1970. Reasons for decline included diminished support among adults, lack of funding, inadequate teacher background, a traditional school environment, and negative teacher attitudes toward innovation. In the private school, on the other hand, the open education program prospered during the period under study due to a high degree of acceptance of open education goals among parents, teachers, and students; adequate financing; a non-bureaucratic structure; familiarity among teachers with the literature of primitive socialization and open education methods; and an environment conducive to decentralized activities. It is concluded that open education programs will succeed if teachers are well-trained in open education methods and if there is adequate funding, cooperation among parents, teachers, and students, and a decentralized physical environment. (DB)

ED 177 103 SP 014 143

Doll, William E., Jr.
Schooling in a Post-Industrial Society.

Pub Date- 77
Note-27p.; Best copy available
Pub Type- Historical Materials (060) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Decision Making, *Educational History, *Educational Philosophy, *Educational Trends, *Futures (of Society), *Industrialization, Learning Theories, Social Indicators, Sociocultural Patterns, *Socioeconomic Influences
Identifiers-Bell (Daniel)

American social trends and the consequent developments in educational approach and philosophy from the time of the Civil War to the present day are examined. The transition from an agricultural to an industrialized society is discussed in relation to American definitions and conceptions of educational structures. The socioeconomic environment of a highly technological culture is identified as a post-industrialized society,'' and the interaction between resultant socioeconomic patterns and educational philosophy and process is considered. This discussion and analysis of socioeconomic, cultural, and educational trends leans heavily on the work of Daniel Bell, an essayist concerned with the impact of a technological culture on educational development. (LH)

ED 176 618 HE 011 595

Moore, Kathryn M. Wollitzer, Peter A.

Recent Trends in Research on Academic Women: A Bibliographic Review and Analysis.

Pub Date-Apr 79
Note-28p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 12, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Personnel, Bibliographies, *Career Ladders, *College Faculty, Educational Research, *Employment Opportunities, Equal Opportunities (Jobs), *Females, Higher Education, Salary Differentials, *Sex Discrimination, Sex Role, Social Problems, *Women Professors, Womens Studies

The role of women as higher education faculty and administrators is investigated in this portion of a review of the literature on academic women since 1970. The various types and orientations of the studies reviewed are discussed and analyzed. The topic of sex discrimination was found to dominate a majority of the research on faculty women. Two types of discrimination studies are discussed: descriptive and explanatory. The descriptive research tended to produce similar conclusions: faculty women's mobility, promotion rates, salaries, access to research and opportunity networks, are all subject to discrimination in relation to men. The explanatory studies examine such questions as why there is discrimination and how it works. Productivity and success elements are also examined in these studies that focus on the significance of the differences between males and females. The theme of discrimination was found to be central to the research on women administrators. In general the research shows that administrative employment patterns vary substantially by race and sex, and that salary differentials are most consistently related to sex. Examples from specific works are cited in the analysis of research on both women faculty and administrators. It is concluded that this literature review provides an assessment of the efforts to equalize the opportunities and advantages available to women. Recommendations for further study are included as well as an extensive bibliography. (SF)

ED 176 752 IR 007 706

Rayward, W. Boyd
The Writing-in-Chicago Program of the Chicago Public Library. An Evaluation.
Chicago Public Library, Ill.
Pub Date-79
Note-90p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Evaluation, Adult Education Programs, Citizen Participation, *Community Programs, *Creative Writing, *Enrichment Programs, Library Administration, Program Development, *Program Evaluation, Public Libraries, Questionnaires, *Workshops
Identifiers-*Writing in Chicago Program

An experimental writing program lasting three years and four months was held in the Chicago Public Library System, for which writers-in-residence, scholars-in- residence, and other program associates presented several series focusing on the city of Chicago. Emphasis during the first year centered on the literary/historical aspect of writing in and about Chicago, and later expanded to include the process of writing in specific genres, as well as the work of special groups. Although differing opinions and emphases on administrative details were evidenced between project and branch staffs, participants in the Writing-in-Chicago Program were very enthusiastic, used the library and cultural center more, and traveled a longer distance to attend sessions than participants in other programs. Concerns of the project director were publicity, whether to give academic credit for courses, and the relationship of his office to the branches; however, the main goal, to provide interested citizens with access to scholars and professional writers in a library atmoshere, was reached. Recommendations were to continue writing workshops and Wild Onion (literary) Festivals, solicit external funding, and create a permanent position of coordinator of library programs. A narrative account of the program, description of academic components, learner questionnaire, interview guides, and relevant correspondence are appended. (SW)

ED 176 796 IR 007 777

Chartrand, Robert L. Emard, Jean Paul

Technology Supported Information Systems: Selected References. Report No. 79-16 SPR.

Library of Congress, Washington, D.C. Congressional Research Service.
Pub Date-15 Jan 79
Note-19p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Oriented Programs, *Computers, *Government Role, *Information Science, Information Systems, Legislators, Management, Periodicals, Policy, Privacy, Reference Materials, Social Problems, *Technology
Identifiers-*Access to Information

The materials listed were selected to provide insights into the role of information systems and technology in present day American society. Emphasized throughout the bibliography are the issues of right to privacy, research and development reporting, information access and policy, and legislator reliance on information services. Citations are presented in six categories: (1) tools and techniques; (2) governmental management; (3) the legislator; (4) social implications; (5) bibliographies, encyclopedias, dictionaries, and directories; and (6) related periodicals. Each section contains from 13 to 26 references with Library of Congress call numbers. (Author/SW)

A Multiethnic/Multicultural Curriculum for Young Children Designed for Yakima Indian Nation Early Childhood Programs.

Fort Wright Coll., Spokane, Wash.; Yakima Indian Nation Education Div., Toppenish, Wash.
Pub Date-79
Note-128p.; Not available in paper copy due to colored pages
Available from-Kamiakin Research Institute, Inc., P.O. Box 509, Toppenish, Washington 98948 ($4.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Education, *Cultural Factors, Cultural Pluralism, *Curriculum, Curriculum Development, Death, Educational Philosophy, Ethnicity, Fear, *Intercultural Programs, *Multicultural Education, *Preschool Education, Relevance (Education), Self Concept, Tribes
Identifiers-Ethnic Heritage Studies Program Act, Rocks, Washington, *Yakima (Tribe)

The curriculum guide is designed to be used by teachers working with three-to-five year old Yakima children who attend early childhood programs and who will subsequently enter a public school system where most of their teachers, administrators, and classmates will be non-Indian. To lessen the negative effects of possible culture conflict, to help the children acquire the skills needed to participate in the dominant culture, and to promote retention of the value system of the Indian culture are the goals addressed by the curriculum design. The curriculum has been produced by projecting estimates about the world the children will enter, defining the components of the learning process, and determining the criteria for evaluating a successful multiethnic/multicultural program. The guide includes: a philosophy of cultural/ethnic pluralism and essentials of multiethnic/multicultural education; an analysis of the social, physical, emotional, intellectual, and cultural needs of Yakima preschoolers; identification of four competency areas relevant to teachers and students (establishing and maintaining a safe and healthy learning environment, developing physical and intellectual competence, building a positive self-concept, and fostering positive functioning in groups); lists of curriculum print resources for teacher reference; and three curriculum modules which are lessons concerning rocks, children's fears, and a healthy concept of death. (NEC)

Lombardi, Alice D.

Minimum Standards of Pupil Performance: Mathematics, Grades K-9. Experimental Curriculum Bulletin, March 1979.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
Pub Date-79
Note-49p.; Not available in hard copy due to copyright restrictions
Available from-Center for Curriculum Development, Division of Educational Planning and Support, 131 Livingston Street, Brooklyn, New York 11201 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Standards, Educational Objectives, *Elementary School Mathematics, Elementary Secondary Education, *Mathematics Curriculum, Minimum Competency Testing, *Performance Based Education, Performance Criteria, *Secondary School Mathematics, Standards
Identifiers-*New York City

This experimental curriculum bulletin, published by the Board of Education of the City of New York, contains lists of mathematics performance objectives necessary for pupil competency at each level (K-9). A short introduction explaining how the objectives should and should not be used, and a memorandum to community school board presidents, superintendents, and principals asking for evaluation of the objectives are included. (MK)

ED 177 080 SO 012 025

Foshay, Arthur Wellesley, Ed. Morrisett, Irving, Ed.
Beyond the Scientific: A Comprehensive View of Consciousness.
Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-SSEC-Pub-214
Pub Date-78
Grant-SED-67-00222-A09
Note-158p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($5.95)
Pub Type- Opinion Papers (120) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cognitive Processes, Concept Formation, *Creativity, Critical Thinking, Discovery Processes, *Educational Practice, Elementary Secondary Education, *Humanistic Education, *Imagination, Learning Theories, Literature, Metaphors, Perception, *Self Actualization, Social Studies

Eight papers which discuss rational and nonrational modes of knowing and consciousness and their relevance to educational practice are presented. Richard Jones in Looking Back and Forth on Consciousness'' considers two modes, the rational and the metaphoric, in a discussion of dreams. Alfred Kuhn discusses random variation and selective retention (RVSR) as operations of left and right brain. The combination of the two produce rationality. Maxine Greene focuses on imaginative literature as expressing an array of modes of consciousness. Arthur Wellesly Foshay in Intuition and Curriculum'' pleads for the legitimacy of intuition and offers several examples of how the intuitive leap may be encouraged in school. Ronald Lippit and Eva Schindler-Rainman in Knowing, Feeling, Doing'' call for a fully linked person. The three elements in the title are necessary for the education of the whole person. Robert Samples makes a sharp distinction between right and left hemisphere activities and explains the dominance of the linear, logical, rationalist mode of thinking in schools chiefly through the lack of trust engendered in the classrooms. Mark Phillips describes confluent education, which recognizes and employs all forces present in classroom activity at a given time. John Haas discusses the term synectics, which refers to the unity of the metaphoric and the analytic in the creative process, and uses examples drawn from actual experience. The implications of all the papers are that there are many modes of knowing of which the rational is one and if we are to function fully we ought to make full use of all modes. (Author/KC)

ED 177 130 SP 014 766

Planning Health Education Programs in Oregon Schools: Community Health.
Oregon State Dept. of Education, Salem.
Pub Date- 79
Note-71p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Role, *Curriculum, Elementary Secondary Education, Health Activities Handbooks, *Health Education, *Learning Activities, Physical Education, Program Development
Identifiers-Oregon

A community's health is dependent on the attitudes of its individual members towards their own physical and mental well-being and the amount of awareness and willingness individuals demonstrate in accepting responsibility for improving their own health conditions. The suggested course and unit goals are intended to foster a sense of health responsibility in school children. Each section is presented in terms of learning goals, suggested course content, and related grade activities in other study areas. Grade levels range from primary school to senior high school. Suggestions for learning activities utilize outside resources, such as parks and other community facilities, as well as making use of traditional educational techniques. (LH)

ED 176 600 HE 010 385

Endicott, Frank S.

The Endicott Report: Trends in the Employment of College and University Graduates in Business and Industry. 1978. Thirty-Second Annual Report. A Survey of 202 Well-Known Business and Industrial Concerns.

Northwestern Univ., Evanston, Ill. Placement Center.
Pub Date-77
Note-15p.
Available from-Director of Placement, The Placement Center, Scott Hall, Northwestern University, Evanston, IL 60201 ($1.00)
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bachelors Degrees, Business Administration, Career Ladders, *College Graduates, *Employer Attitudes, *Employment Projections, Employment Statistics, *Employment Trends, Followup Studies, Graduate Surveys, Higher Education, Masters Degrees, *Occupational Surveys, Recruitment, *School Industry Relationship, Universities

A total of 202 companies responded to a survey of policy and practice in the employment of university and college graduates in business and industry. Among results of the survey were that 54 percent of the respondents indicated that business outlook was better than 1977 and that they planned to contact the same number of colleges as last year. The reporting companies expected to hire 14 percent more college graduates at the bachelor's level in 1978 than were employed from 1977 classes, and 9 percent more at the master's level. Almost all starting salaries will increase from 3 to 7 percent. When colleges were chosen for recruiting the most important factor was reported to be the strength of the offering in the fields of special interest to the companies. Forty-five percent of the companies indicated that it would be helpful to earn an MBA degree in order to achieve a management position. Experience in the company was ranked more important than an MBA by 55 percent of the companies. When employers were asked to offer suggestions for improvements in colleges and universities they most frequently listed more practical and work-related courses, more attention to communication skills, more adequate counseling and career planning services, better understanding of the job market by students, and closer relationships with business and industry. (PHR)

States and Student Aid.

Education Commission of the States, Denver, Colo.
Pub Date-23 Apr 79
Note-14p.
Available from-Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students, Comparative Statistics, Educational Finance, Enrollment, *Federal Aid, Federal Programs, Grants, Higher Education, Postsecondary Education, State Aid, *State Programs, *Student Financial Aid, *Student Loan Programs, Work Study Programs

A limited statistical report of student aid dollars in each of the states is presented. The report covers only the following programs: Basic Education Opportunity Grant Program, Supplementary Educational Opportunity Grant Program, State Student Incentive Grant Program, College Work Study Program, The National Direct Student Loan Program, the Guaranteed Student Loan Program, and the Federally Insured Student Loan Program. Information is also included on state student grant programs, state appropriations for higher education, and Fall 1978 enrollment in each state. Federal programs outside the Office of Education and federal programs available on a categorical basis are not included. The only reported state programs are those providing need-based grants to students. All data except those for the federal Guaranteed Student Loan Program and the Federally Insured Student Loan Program are for the 1978-1979 school year; data for those two programs are for the 1977-1978 school year. (SC)

Kaske, Neal K.
A New Catalog: Some Ideas on Its Purpose, Form, Cost, and Planning for It.
Pub Date-3 Apr 79
Note-27p.; Paper presented to the New England Technical Services Librarians Section of the New England Library Association (South Hadley, Massachusetts, April 3, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Catalogs, *Change Strategies, Computer Output Microfilm, Costs, Diagrams, *Libraries, *Library Planning, Methods

Ideas and methods for improving library service through changes in library catalogs are presented and discussed. These ideas and methods are in four basic areas: (1) methods for evaluating a library's current catalog(s); (2) costing different forms of the catalog; (3) examining the effects on an individual library's catalog(s) of Anglo-American Cataloging Rules II (AACR II) and the closing of its catalog by the Library of Congress (LC); (4) managing and planning for the changes resulting from AACR II, closing of the LC catalog, and changing the form of catalogs in individual libraries. Examples of all the methods are provided. (Author/JD)

ED 176 951 SE 027 920

Anderson, R. D. And Others

Mathematics for Junior High School, Volume I (Part 2).

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-299p.; For related documents, see SE 027 921-923 and ED 130 871; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Curriculum, *Fractions, *Geometry, *Instruction, Mathematical Applications, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Statistics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part two of a two-part SMSG mathematics text for junior high school students. Key ideas emphasized are structure of arithmetic from an algebraic viewpoint, the real number system as a progressing development, and metric and non-metric relations in geometry. Chapter topics include the rational number system; parallels, parallelograms, triangles, and right prisms; circles; statistics and graphs; mathematical systems; and mathematics at work in science. Slight revisions are contained in a later edition. (MP)

ED 176 976 SE 028 883

Guidelines for Self-Assessment of Secondary-School Science Programs, 3: Science Student/Teacher Interactions in Our School.

National Science Teachers Association, Washington, D.C.
Pub Date-78
Note-12p.; For related documents, see SE 028 881-885; Not available in hard copy due to copyright restrictions; Contains light and broken type
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Order No. 471-14740; $5.00 complete set, $1.00 ea.)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement, Classroom Communication, Classroom Environment, *Educational Assessment, Evaluation Methods, *Interpersonal Relationship, *Measurement Instruments, *Program Evaluation, Science Curriculum, Science Departments, Science Education, Science Teachers, Secondary Education, *Secondary School Science
Identifiers-*National Science Teachers Association

This is part of a series of four modules intended to present guidelines for self-assessment of secondary science teachers. This module describes two main purposes for the assessment of interactions. The first is to determine the degree and characteristics of rapport between students and teachers. The second is to show the degree of correlation between teachers' perceptions of teaching behaviors and students' perceptions of the behaviors. This assessment is to be completed by students and teachers. (SA)

ED 177 044 SO 011 978

Hasselriis, Peter

Teacher's Guide to the German/American Heritage Radio Series.

Missouri Univ., Columbia.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-53p.; Guide prepared through the Department of Curriculum and Instruction

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Acculturation, *Cultural Background, Cultural Factors, Cultural Traits, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Fine Arts, *Learning Activities, Skill Development, Socioeconomic Influences, *Teaching Methods, *United States History

Identifiers-Ethnic Heritage Studies Program Act, *German Americans, Missouri

The guide suggests teaching methods and learning activities related to German Americans and their heritage in Missouri. Intended for upper elementary and secondary ethnic studies or history courses, the material outlines and supports 13 radio programs. The objective is to increase awareness and understanding of the various facets of the German American heritage in Missouri and the United States. The activities suggested are intended to aid listening, recall, interpretation, and critical and creative thinking skills. The document is divided into 13 chapters. Topics covered are migration; German and Missourian geography; attitudes toward and ways of governing; bilingualism in the schools; agriculture; arts and architecture; the preservation and influence of culture, customs, and tradition; the influence of the German language; importance of music and dance; literature; historical and prevailing prejudices against Germans; achievements, including Christmas as well as prominent individuals; and views of the future preservation of the German heritage. Suggested activities include discussion, field trips, mapwork, comparisons, research, creative writing, and supplemental readings. Each chapter begins with a content summary, offers background information including a list of terms, German words or phrases, notable people, and historical facts or events, suggests listening preparation and post listening activities, and lists information sources. (CK)

Gentry, Adrian, Ed.

Instructional Materials Selection Guide: Social Science.

California State Dept. of Education, Sacramento.

Pub Date-77

Note-250p.

Available from-California State Department of Education, 721 Capitol Mall, Sacramento, California 95814 (free)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Audiovisual Aids, *Classroom Materials, Elementary Secondary Education, *Instructional Materials, Maps, Media Selection, *Social Sciences, Social Studies, Teaching Guides, Textbooks, Workbooks

The 1977 document lists and describes social science instructional materials for grades K-8 selected by the California State Board of Education, assisted by the Curriculum Development and Supplemental Materials Commission and other advisory groups. Its objective is to aid school districts in selecting materials best suited to their own programs and pupils, by roughly classifying materials and describing their chief characteristics and approaches. It is designed to be used as a preface to personal examination of the materials considered. Materials described include texts, teaching guides, maps, multimedia kits, workbooks, and atlases. The guide is presented in three parts. Part I, the index, lists items on a chart designed to provide quick classification, enabling the user to identify desired materials. Information given includes publisher, title, kind of material, whether it is basic or supportive, publisher and state matrix grade levels, instructional emphasis, special conditions or comments, and page number referring to the guide. Part II is the guide itself, covering grades K-6 and 7-8. Each entry includes publisher, title, author, date, physical description and overview, adoption termination date, components, grade levels, price, a general description, goals and objectives, organization, methodology, provisions for student evaluation, teachers guide/edition, implementation requirements, and related materials. Part III lists instructional materials display centers in California where district selection committees may personally review the materials as recommended. (CK)

Scovel, Thomas

The Ontogeny of the Ability to Recognize Foreign Accents.

Pub Date-Jun 77
Note-11p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American English, Aphasia, *Auditory Discrimination, Child Language, Contrastive Linguistics, English (Second Language), Error Analysis (Language), Language Research, *Linguistic Competence, *Native Speakers, Phonology, *Pronunciation, Second Languages, *Speech Habits, Standard Spoken Usage, Suprasegmentals, Verbal Communication
Identifiers-*Foreign Accents

A study was conducted to assess the ability of children to distinguish native from non-native English and to determine the age at which they reach the adult level of recognition ability. A brief passage containing the segmental phonemes of English was recorded by ten native and ten non-native speakers of Standard American English. The tape was played to children of varying age groups, who were asked to identify each subject as a native or non-native speaker of American English. The ability to identify non-native speakers was demonstrated to be an increment of age. Five-year-olds showed a 73% rate of accurate identification, and adult criterion (95%) was reached before the age of ten. An explanation for the ranking of misidentified speakers based on contrastive analysis of English and the native language of each speaker was not justified, but non-American native English speakers were more easily identified than native speakers of several foreign languages. The age at which adult criterion is attained coincides with the maximum age at which complete recovery from aphasia is likely, suggesting that competence to recognize non-native speech develops simultaneously with performance limitation which account for the production of non-native speech. (JB)

ED 176 653 HE 011 752

Gallup, Jane Marie

Financial Barriers to Participation in Postsecondary Education Perceived by New York State Employed Women.

Pub Date-Aug 78
Note-153p.; Thesis presented in partial fulfillment for the degree of Master of Science, Cornell University
Pub Type- Tests/Questionnaires (160) - Dissertations/Theses (040)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Access to Education, Adult Education, Counseling Services, Educational Demand, *Females, *Financial Problems, *Higher Education, High School Graduates, Needs Assessment, Part Time Jobs, Relevance (Education), Student Financial Aid, Surveys, Technical Reports, *Womens Education, *Working Women
Identifiers-*Employed Women, *New York

The demographic characteristics of a sample of New York employed women who perceived that financial barriers would affect their participation in postsecondary education were examined. Reasons these women sought learning experiences, the prices they were willing to pay for the course of interest, and the counseling services wanted were also studied. Employed women who acknowledged no cost restraint were separated as control group. To acquire this information, analyses were drawn from the survey data collected for the New York State Continuing Education Needs Assessment, Report No. 1'' (1977). New York City residents were excluded from this report. The women were questioned about such factors as: income, amount of education, learning interests, number of children and their need for counseling services. All women involved in the study had a high school diploma. Some examples of the several conclusions reached are: 42.2 percent of the women acknowledged cost-related barriers would deter them from continuing education, and women seeking vocational-related courses were more likely to perceive financial barriers than were those desiring avocational courses. Provided are supplementary tables, the survey questionnaire, and a bibliography. (LC)

ED 176 690 HE 011 848

Adamany, David

Government, Quality Programs and Effective Resource Use in Higher Education.

Pub Date-11 Jun 79

Note-38p.; Paper prepared for the University of Southern California Annual Academic Planning Conference [illegible], Newport Beach, California, June 11, 1979)

Pub Type- Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accountability, *Government Role, *Government School Relationship, *Higher Education, Institutional Autonomy, Organizational Development, Power Structure, *Public Education, State Boards of Education, *State Government, *State Universities

Identifiers-*California

An analysis of the impact of state government regulation on higher education in California is presented. Two assumptions are explained on which the analysis is based; i.e., that the mission of higher education is teaching, scholarship, and service to the community and that public higher education is rightfully under the authority of the governor and legislature of the state. Possible objections to the second assumption are discussed and a third assumption is addressed that there has been a sharp increase in the volume and techniques of state regulation in recent years. Ten techniques for regulating higher education, such as regulation of the structure and power of the governing boards, are listed. It is stressed that this trend is likely to continue and limitations in the regulatory techniques make it difficult for an elected official to effectively exercise responsibility for higher education. The consequences of regulation are examined and it is suggested that the thrust of the controversy over regulation should focus not on the authority of government to regulate, but on the manner in which the authority is exercised. Arguments for the delegation of authority are considered and means of that delegation to public higher education, while still remaining effectively accountable, are explored. (PHR)

ED 176 776 IR 007 731

Kirwin, Florence M.

Community Analysis for the Pitkin County Library.

Pitkin County Library, Aspen, Colo.

Pub Date-Feb 79

Note-133p.

Available from-Pitkin County Library, 1203 Main, Aspen, Colorado 81611 ($8.50)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Bibliographies, *Community Characteristics, *Community Study, *County Libraries, Demography, History, Library Facilities, Library Programs, *Library Research, Library Services, Use Studies

Identifiers-*Colorado (Aspen), Community Analysis Research Institute, Library Users

This document analyzes the social and demographic characteristics of Pitkin County, Colorado (population 12,000) and the Pitkin County Library located in Aspen (24,000 volumes). The report contains statistics gathered from the 1978 Mid-Term U.S. Bureau Census of Pitkin County, as well as other statistics from local, state, and federal sources; the library portion provides an analysis of data from library user and non-user studies and surveys conducted between May 1977 and August 1978. Separate chapters cover the community, including aspects of transportation, communications, community agencies, commerce, and tourism; the library background; library facilities; library operations; library use studies; and library services and programs. The final chapter presents conclusions and recommendations for improving library services to the community. The impact of the tourist nature of the town, the existence of a highly transient working class, and the affluent nature of the community are discussed in relation to possible service and program implications for the library. A bibliography is included. (Author/JD)

SIS (Student Information System) Postsecondary Student Follow-Up: Pilot Implementation Project, Winter 1979.

Whatcom Community Coll., Bellingham, Wash.
Pub Date-79
Note-27p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Aspiration, Community Colleges, Data Collection, Dropout Attitudes, *Dropout Problems, *Dropout Research, Educational Interest, Junior Colleges, *Junior College Students, *School Holding Power, School Surveys, Student Motivation, Student Personnel Services
Identifiers-Student Objectives

A pilot study was conducted to determine the applicability of Student Information System (SIS) data collection instruments to the operations, programs, and services of Whatcom Community College (WCC). The study centered on Subsystem I (student's educational intent) and Subsystem II (withdrawal follow-up) since the five other subsystems of SIS used mailed-out questionnaires that were easily adoptable by WCC. Student Educational Intent Forms were administered by registration personnel during 1979 winter registration to 150 randomly selected students. They focused on employment status; relation of work experience to major; primary educational goal, anticipated means of achieving it, and certainty regarding it; and expectations of future enrollment at WCC. Course Withdrawal Forms were administered to 75 randomly selected students who filled out add/drop forms during the first two weeks of January, soliciting information on reason for dropping course and perceived potential benefits from counseling. College Withdrawal Forms were administered to 25 randomly selected students during the same period. Reasons for withdrawal, future enrollment plans, employment status, use of college services, and feelings toward their WCC experience were investigated. The study revealed no special problems in using the form at WCC. The study report includes the survey instruments and the raw data obtained. (JP)

ED 176 836 JC 790 575

Student Guide for Documenting Experiential Learning: Accounting.
Coastline Community Coll., Fountain Valley, Calif.
Pub Date- 79
Note-52p.; For a related document, see JC 790 540
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Accounting, Behavioral Objectives, *Business Skills, Community Colleges, *Course Objectives, *Employment Experience, *Experiential Learning, Job Skills, Junior Colleges, Knowledge Level, *Measurement Instruments, Skill Analysis, Taxes
Identifiers-Business Law

Coastline Community College has developed a series of guides to assist adults who wish to obtain college credit or advanced standing in evaluating and verifying their non-college learning experiences. This guide lists the competency requirements of six courses within the Accounting program: two Principles of Accounting courses, Intermediate Accounting, Cost Accounting, Federal Income Tax, and Business Law. The student is asked to measure the knowledges and skills he/she has acquired on the job against specific behavioral objectives of each course. This evaluative process is facilitated by sections of the guide which ask whether the student is competent in each particular knowledge or skill and which provide opportunity for the student to record the basis of his/her competence or his/her ability to verify the competence. Verification is possible through: (1) a personal interview, (2) a job description of an applicable position that was held, (3) standard examination, (4) examples of written evidence, (5) completion of non-credit course or in-service training, (6) an instructor interview with present supervisor, or (7) other means specified by the student. The guide also refers to the concurrent use of a portfolio prepared by the student to identify, describe, and evaluate past learning experiences. (AYC)

ED 176 874 PS 010 877

Kossan, Nancy E.

Developmental Differences in Concept Acquisition Strategies.

Pub Date-Mar 79
Note-11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Abstraction Levels, Abstract Reasoning, Age Differences, *Classification, Cognitive Development, Cognitive Processes, *Concept Formation, Elementary Education, *Elementary School Students, Grade 2, Grade 5, *Learning Processes, *Paired Associate Learning

This study investigated developmental differences in the use of the common features abstraction strategy and the exemplar learning strategy for concept acquisition. Subjects were 30 second graders and 30 fifth graders. The concepts to be learned were two categories of artificial animals which differed on five dimensions. Each dimension had three possible values. Attention to more than one dimension was necessary for categorization. One half of the second and fifth grade subjects learned the two categories in the concept reception condition, which encouraged abstraction of common features from concept exemplars. The remaining subjects at each age level learned the animals in a paired associate learning condition, which encouraged subjects to memorize individual exemplars. Training trials were followed by a categorization test. Subjects in both conditions were shown 18 animal pictures and were asked to categorize each animal into one of two categories. Among the results, fifth graders were more successful at categorization than second graders. Second graders in the paired associate condition categorized more items correctly than second graders in the concept reception condition. It was concluded that the concept acquisition strategies of young children appear to be based on extensional information, i.e., concept exemplars, rather than on intensional criteria such as defining features. (Author/RH)

ED 176 894 PS 010 926

Guidelines for the Clinical Evaluation of Psychoactive Drugs in Infants and Children.

Food and Drug Administration (DHEW), Washington, D.C.
Report No.-HEW-FDA-79-3055
Pub Date-Jul 79
Note-173p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-012-00281-1)
Pub Type- Information Analyses (070) - Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Children, *Drug Therapy, *Evaluation Criteria, Evaluation Methods, *Experiments, Infants, Observation, Performance Tests, Preschool Children, Public Health, Rating Scales, *Research Design, *Research Problems, Safety
Identifiers-*Psychoactive Drugs

These guidelines are intended to help those who design and conduct investigations of psychopharmacologic agents in children. A progression of studies in four phases is advocated. First, early short term studies should establish single and multiple dose safety baselines. Second, early pilot efficacy studies may be initiated jointly with longer duration safety studies. Third, doubleblind placebo-controlled studies should be performed on small, homogeneous groups of subjects to establish objective evidence of efficacy. Finally, controlled clinical trials should be conducted in a variety of clinical settings selected to reflect the ultimate use of the drug. Long term follow up studies should also be initiated at this stage. Each phase of testing is discussed in detail. Eleven appendices intended to amplify procedures and measures discussed more generally in the guidelines are included. Appended materials discuss general principles, clinical evaluation, diagnostic classifications, behavior observations and activity measures, performance tests, global rating scales, preschool behavior rating scales, self report measures, social and emotional assessment, environmental assessment, and assessment of side effects of drugs in children. (Author/RH)

ED 177 027 SO 011 643

Searles, John E.

Cultural Analysis and Personal Identification: A Basic Skill in Social Studies.

Pub Date-May 79
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Objectives, *Basic Skills, Behavioral Science Research, Cognitive Objectives, Concept Formation, Concept Teaching, *Cultural Awareness, Culture, Curriculum Development, Educational Needs, *Educational Objectives, Educational Philosophy, Educational Trends, Elementary Secondary Education, Higher Education, *Individual Development, Information Needs, Knowledge Level, Self Concept, *Skill Development, *Social Studies, Teacher Education

Teachers and curriculum developers should organize cultural materials within a conceptual framework which explains how to classify the behavior of any cultural group. This would help elementary and secondary students in social studies classes learn about their own and other cultures. This conceptual framework must represent all major realms of culture concrete, human, and abstract and be able to explain different dimensions of these realms. For example, in the concrete world, there is the material dimension involving fads, fashions, needs, wants, and consumer choices, and also a spatial dimension which determines how humans divide space into territories they can manage. In the human realm, external and internal dimensions influence social activity, interpersonal interactions, role modeling, and self-concept. In the abstract world, there are four dimensions temporal, ideational, aesthetic, and spiritual. These dimensions influence how people measure time, construct and communicate ideas, seek beauty, and express faith through rituals, festivals, and religions. Educators can use conceptual framework based upon these abstract constructs to organize a curricular structure for social studies, view a given culture, study the culture of the classroom, and help students organize knowledge of themselves and their culture. (DB)

ED 177 104 SP 014 145

Popp, Jerome A.

Toward a Product-Free Process Analysis of Teaching.

Pub Date-79

Note-33p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Educational Philosophy, *Educational Research, Learning Processes, *Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, Teacher Evaluation, *Teaching Styles

A framework is suggested for the analysis of teaching, whether for purpose of research, evaluation, or moral inquiry, that is an alternative to the present form of analysis. This form seeks in the analysis of teaching those teacher characteristics that can be established as causally reactive in producing student achievement. Differing philosophical approaches to the analysis of teaching are presented and discussed. The suggestion is made that research on teaching is a tandem process: an analysis of part to whole relationships that constitute identifiable global types of teaching and an analysis of the caused effects of each type upon children. (JD)

ED 177 131 SP 014 771

Gillespie, Wilma B.

Linking Teacher Education and Health Care Through Contingency Management of Learning.

Pub Date-79

Note-11p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Contingency Management, Field Experience Programs, *Health Occupations Education, Health Personnel, *Internship Programs, *Motivation, *Performance Contracts, *Teacher Education, Teaching Methods

Organizational linkages between teacher education courses and various health care industries used to promote the professional growth and development of 14 University of Louisville (Kentucky) students are described. Students who took part in the program defined their own educational needs, wrote performance objectives to address these needs, selected appropriate out-of-university projects, and contracted with a supervising staff member for a specific grade in the course based on the quality and number of projects undertaken. The contingencies involved in the completion of the project required internship periods at health care agencies. A post-internship conference provided means of assessment for the students who participated. Positive contingency contracting resulted in the successful achievement of performance objectives. (LH)

ED 176 797 IR 007 781

Pings, Vern M. Spang, Lothar
Acceptability of Microfiche Copy in Lieu of Paper Copy of Current Journals. Technical Paper No. 10.
Wayne State Univ., Detroit, Mich. Univ. Libraries.
Pub Date-May 79
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Libraries, *College Students, Faculty, Methods, *Microfiche, *Periodicals, Questionnaires, Tables (Data), *User Satisfaction (Information)

This report presents and discusses the findings of a study, undertaken at the Education Library of Wayne State University in 1977, that tested library user acceptance of a selected group of current journals in a microfiche format. Problems and conditions of the study, the environment of the Education Library, and methodology are considered; data, in the form of statistical tables and charts, are provided for the three consecutive academic quarters of the study. Library users are categorized as undergraduate, graduate, faculty, and other. (JD)

ED 176 636 HE 011 687

Data On Earned Degrees Conferred From Institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1975-1976, Volumes I and II.

Office for Civil Rights (DHEW), Washington, D.C.
Report No.-HEW-391
Pub Date-Apr 78
Note-2,170p.; Not available in paper copy due to marginal legibility of original document
Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402

Pub Type- Numerical/Quantitative Data (110) - Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF10 Plus Postage. PC Not Available from EDRS.
Descriptors-Associate Degrees, Bachelors Degrees, *College Graduates, College Majors, *Degrees (Titles), Doctoral Degrees, *Ethnicity, Females, *Higher Education, Males, Masters Degrees, Minority Groups, National Surveys, Professional Education, *Race, *Sex (Characteristics)
Identifiers-Higher Education General Information Survey

Data on earned degrees conferred from institutions of higher education by race, ethnicity, and sex for the academic year 1975-1976 are recorded in this two-volume report. The report is divided in the following four sections: Section 1: Degrees Conferred by Institution; Section 2: Degrees Conferred for Major Field by Institution; Section 3: Degrees Conferred in Public Institutions; and Section 4: Degrees Conferred in Private Institutions. Each section contains several tables listing statistical data. Degrees covered within each section include bachelor's, master's, doctoral, first-professional degrees, and associate degree and other awards based on less than four years of work beyond high school. Data for the report were collected through the survey Degrees and Other Formal Awards Conferred Between July 1, 1975 and June 30, 1976,'' which is part of the Higher Education General Information Survey (HEGIS XI) conducted by the National Center for Education Statistics. All institutions receiving federal financial assistance in the 50 states, the District of Columbia, and outlying areas of the United States were surveyed for this study. Racial, ethnic, and sex enrollment data were included by the Office for Civil Rights under authorization of Section 80.6(b) of the regulations implementing Title VI of the Civil Rights Act of 1964 and similar provisions implementing Title IX of the Education Amendments of 1972. Requirements for reporting and definitions of terms are found in the Instruction Sheets for the survey instrument in Appendix A. Technical notes are covered in Appendix B. (LC)

ED 176 709 HE 011 894

Moore, Beadle And Others

Arkansas Attitudes on Higher Education: Results of a Survey of Arkansas Citizens.

Arkansas Univ., Little Rock. Center for Urban and Governmental Affairs.
Spons Agency-George W. Donaghey Foundation, Little Rock, Ark.
Pub Date-79
Note-35p.
Available from-University of Arkansas, Center for Urban and Governmental Affairs, Little Rock, AR 72204
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Blacks, Career Education, College Admission, *College Role, College Students, *Educational Attitudes, Educational Problems, Females, *Higher Education, *Majority Attitudes, *Public Opinion, Research, State Aid, State Surveys, Tuition, Universities
Identifiers-*Arkansas

A random sample of 600 telephone subscribers was surveyed to determine Arkansas citizen attitude on higher education. Sections of this report present general findings on public attitudes, attitudes on higher education, and demographic and geographic variations in response. Findings reveal that Arkansans seemed convinced generally that colleges and universities in the state are doing a good job. The need for more money; problems with drugs, morals, sex, and alcohol; and the existence of poor or unqualified teachers were listed (in descending order) as the greatest problems facing colleges today. Respondents felt that universities should be involved in providing practical experience to students, educating those over 21 who had not been to college, engaging in practical research, and providing remedial education. Other findings showed that 90 percent of the respondents wanted more career emphasis in the college curriculum. Residents seemed to feel that college is a necessity and should be available to every high school graduate in the state. Many respondents, especially Blacks and women, felt that current tuition levels were too high. The majority of respondents indicated they were willing to pay higher taxes in order to improve the quality of the system and expand opportunity. The survey instrument is appended. (Author/PHR)

ED 176 729 IR 007 668

New York State Library Data Base Users Manual.

New York State Education Dept., Albany.; New York State Library, Albany.

Pub Date-79

Note-31p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Costs, *Data Bases, Failure Factors, *Information Needs, Interviews, Records (Forms), Search Strategies, *State Libraries, Success Factors

Identifiers-*Computer Searches, Reference Interview

This manual is intended to provide users with a description of the information required by the New York State Library to adequately process a database search. Sections cover computer searching, what it and its advantages are; topic suitability; turnaround time for receipt of a database printout; reference interview to determine search topic; searching tools; success and failure factors of a database search; cost of searching; receipt of citations; and Boolean logic (how the search analyst formulates a search). Appendices present the content, scope, and charges for database use through the State Library, and outline the procedures for submitting requests by teletype for database searches through the New York State Interlibrary Loan Network (NYSILL) or by mail through the State Library. Also included are sample database search request forms (NYSILL and mail) and addresses where further questions may be directed. (Author/JD)

Mascarenhas, O. C.

Africa Bibliographic Centre (ABC): An Experiment in African Documentation and Library Resource Sharing.

Pub Date-Sep 77

Note-12p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session Seminar on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 708-722

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Data Bases, *Developing Nations, Indexes (Locaters), *Information Dissemination, *Information Systems, *Library Networks, Library Planning, Microreproduction, Publications

Identifiers-*Africa

This description of the Africa Bibliographic Centre (ABC) concept which is still in a formative stage provides brief summaries of the 12 components of the system, including an African lending library, bibliographic publishing, a commission on information and bibliographic systems, an African microfiche publications center, African abstracting and SDI services, an African media magazine, an African bibliographic database, the use of ultrafiche, and a distribution center of source materials from Africa. Since 1974, the ABC Newsletter has been edited by the ABC Secretariat in Dar es Salaam, which is also involved in testing the feasibility of the ABC Africa Index (the African periodicals index). (Author/JEG)

ED 176 855 PS 010 728

Connolly, Jennifer Doyle, Anna-Beth
Social Competence in the Preschool: A Multivariate View.
Pub Date-Mar 79
Grant-DGES-EQ-1099
Note-31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Day Care Programs, Early Childhood Education, Factor Analysis, *Interpersonal Competence, Measurement Techniques, Peer Relationship, Play, *Preschool Children, *Social Behavior, *Social Relations, *Statistical Analysis, Teacher Attitudes
Identifiers-*Social Competence

This study was designed to provide additional understanding of the construct of social competence by using multiple assessments, including both behavioral and inferential techniques. Indices of qualitative social behaviors and of quantitative interaction dimensions were collected on 66 preschoolers during free play. Scores on the Kohn and Rosman Social Competence Scale, on a picture sociometric test and on a teacher ranking of peer popularity were also obtained. Age and IQ estimates were additionally recorded. Multivariate techniques, including factor analysis, multiple regression, and canonical correlation, were used to investigate the overlap among behavioral and inferential data sets. Results indicated that the greatest degree of overlap occurred between the teacher-derived social competence measures, developmental maturity, and the behavioral factors defined by the frequent use of successful social behaviors such as attention-eliciting, question-asking, directing a peer's activities and competing for toys. Peer popularity and the quantitative interaction factors were less clearly convergent with these measures. (Author/MP)

ED 176 913 RC 011 590

Christopherson, Victor A. Dingle, Steven F.

Rural Navajo Youth: A Challenge for Resource Development. Arizona Agricultural Experiment Station Paper No. 284.

Arizona Univ., Tucson. Agricultural Experiment Station.

Pub Date-25 Aug 79

Note-33p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, Vermont, August 25, 1979)

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indian Education, *American Indians, *Cultural Background, Cultural Education, Disadvantaged Youth, Educational Disadvantagement, Educational Improvement, *Educational Needs, Employment Interviews, Employment Opportunities, Interpersonal Competence, Job Skills, Job Training, Parent Attitudes, Parent Influence, Reservations (Indian), Rural Youth, *Secondary Education, *Social Behavior, Unemployment, *Youth

Identifiers-*Navajo (Tribe)

Caught between the Anglo and Navajo worlds, the Navajo youth of Arizona are at home in neither. Material rewards beckon from the Anglo world, but high schools have not provided the educational background to enable the youth to secure those rewards. Instead the schools have merely created in the students a discontent with traditional Reservation ways. Because they fit into neither culture, Navajo youths have created a "youth culture" of their own, complete with teenage gangs, alcohol, drug abuse, and venereal disease. Academic skills alone will not help these young people to better their economic opportunies; they must also have training in certain job related skills since behavioral traits common to the Navajo culture (e.g. downcast eyes before a stranger, lack of assertiveness, reluctance to take initiative, and seeming lack of ambition) place Navajo youth at a disadvantage in the aggressive Anglo job world. A proposed model 12 month high school with a large, highly trained professional staff would offer training that would prepare students for both of their worlds. Students would receive training in academic and vocational skills to help them secure and hold jobs, and courses in Navajo culture and tradition to assist them to gain insight and pride in their Navajo heritage. This report discusses the social competence of Navajo youth, their educational systems, parents' perceptions on raising children, the Navajo Way, economic considerations, and trends in government policy. (DS)

ED 176 952 SE 027 921

Anderson, R. D. And Others
Mathematics for Junior High School, Volume II (Part 1).
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-155p.; For related documents, see SE 027 920-923 and ED 130 874; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Congruence, Curriculum, *Geometry, *Instruction, Mathematical Applications, Mathematics Education, *Number Concepts, Percentage, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*School Mathematics Study Group

This is part one of a two-part SMSG mathematics text for junior high school students. Key ideas emphasized are structure of arithmetic from an algebraic viewpoint, the real number system as a progressing development, and metric and non-metric relations in geometry. Chapter topics include number line and coordinates, equations, scientific notation, applications of percent, and congruence and the Pythagorean property. Slight revisions are contained in a later edition. (MP)

ED 176 977 SE 028 884

Guidelines for Self-Assessment of Secondary-School Science Programs, 4: Science Facilities and Teaching Conditions in Our School.
National Science Teachers Association, Washington, D.C.
Pub Date-78
Note-19p.; For related documents, see SE 028 881-885; Not available in hard copy due to copyright restrictions; Contains light and broken type
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Order No. 471-14742; $5.00 complete set, $1.00 ea.)
Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement, *Educational Assessment, Equipment Evaluation, Evaluation, Program Evaluation, Science Departments, Science Education, *Science Equipment, *Science Facilities, Science Teachers, Secondary Education, *Secondary School Science
Identifiers-*National Science Teachers Association

This is the last part of a series of four modules intended to present guidelines for self-assessment of secondary science teachers. This module is subdivided into three sections dealing with space and facilities, equipment and materials, and policies and practices regarding staff. The assessment focuses on desirability and achievement. (SA)

Projections of Science and Engineering Doctorate Supply and Utilization 1982 and 1987.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-79-303
Pub Date-Apr 79
Note-79p.; For related document, see ED 104 275; Contains small print in footnotes
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00414-0; $2.25)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Doctoral Degrees, Educational Supply, *Engineers, *Higher Education, Manpower Utilization, Science Education, *Scientific Manpower, Scientists, Statistical Data, *Surveys

This report represents the National Science Foundation's fourth projection analysis of science and engineering doctorate supply and utilization through 1987. The 1979 study incorporates the effect of the domestic market for highly trained science and engineering (S/E) personnel upon the numbers of S/E doctorates awarded by American universities. This report consists of four chapters. Chapter one describes the method used to project the 1982 and 1987 supplies of doctoral scientists and engineers in five fields. Chapter two briefly describes the utilization of doctoral scientists and engineers in 1977, and explains how 1982 and 1987 utilization estimates were derived by summing eight categories of S/E-related employment. Chapter three presents the 1982 and 1987 balances between full-time supply and utilization in the market for scientists and engineers. Chapter four presents a summary of projection methods and assumptions. Appendices which include technical notes and a bibliography are also included. (HM)

ED 176 601 HE 010 407

Seeley, John A.

New Directions in the Humanities. An Evaluation of the Conference Model and Series. Volume 1.

Formative Evaluation Research Associates, Ann Arbor, Mich.

Pub Date - 78

Note - 90p.; Best copy available

Pub Type - Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors - College Curriculum, *Conferences, Data Collection, Higher Education, *Humanities, *Information Dissemination, *Models, Participant Satisfaction, Program Evaluation

Identifiers - Grantsmanship, *National Endowment for the Humanities

Volume 1 of a two-volume report evaluates the model and subsequent series of conferences on New Directions in the Humanities'' (a series of regional conferences designed to disseminate information on successful NEH-supported curricular programs). Conferences were held in regions that had not been particularly active or successful in submitting or receiving NEH grants: San Antonio, St. Petersburg, and Minneapolis. At each conference 10 curricular programs were described by two faculty members from that program. Approximately 20 institutions participated in each conference. One element of each conference was an institutional definition of an important humanities-related educational problem. The structure of the conference is discussed including the stages (preparation, engagement, distillation, planning, and implementation). The purposes, design, philosophy, and methods of data collection, analysis, and reporting are described, as well as the rate of response and its influence on the evaluation. A summary assessment of the conference series revealed that it was an unusually valuable experience for the participants, that it was an effective tool for disseminating project information and encouraging its utilization. It was concluded that the model could be readily adopted or adapted to different knowledge dissemination and utilization situations. Data collection instruments, such as the pre-conference participant interview and the post-conference faculty immediate follow-up questionnaire, are appended. (PHR)

ED 176 619 HE 011 625

Lepchenske, George L.

Higher Educational Consortia Organization: Functional Structures of Administration and Management.

Pub Date-May 76
Note-25p.

Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Organization, *Bibliographies, College Administration, *Consortia, *Cooperative Planning, Educational Coordination, *Higher Education, *Interinstitutional Cooperation, Management, Shared Services

The administrative and functional organization of higher education consortia are discussed. The need for cooperation between individual institutions has been established; one lone institution cannot encompass all knowledge generated. The rapid growth of consortia has generated extensive services, funding sources, developmental activities, community activities, and research developments. Typical types of commitments are either legislated by state, county, or district systems or by interstate or bilateral agreements; or non-legislated through funding associations, political action groups, or agreements for academic purposes. Administrative organization varies according to size, function, and location with effectiveness depending largely on the degree of conflict between commitment of the institutions to cooperation and traditional institutional autonomy. Functions and nature of two types of administrative organization are explored; one stressing the autonomy of the separate institutions, the other setting goals and objectives drawing not only from the consortia itself but from outside sources as well. Successful consortia arrangement requires clear purpose identification, careful supportive planning, and realistic operations. This entails, among other things, identifying and ordering values to establish educational priorities, providing support for cooperative activities, and evaluating cooperative efforts periodically. A 52-item bibliography is appended. (PHR)

ED 176 672 HE 011 801

The Final Report of the Task Force on General Education of the California State University and Colleges.

California State Univ. and Colleges, Sacramento. Office of the Chancellor.
Pub Date-May 79
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bachelors Degrees, Certification, College Majors, *Core Courses, Curriculum, Degree Requirements, Educational Legislation, *General Education, Higher Education, Institutional Characteristics, Institutional Research, *Liberal Arts, Relevance (Education), School Holding Power, *State Colleges, State Programs, State Universities, *Statewide Planning
Identifiers-Position Papers

A discussion of current academic issues relevant to general education programs in the State of California is presented in this final report from the Task Force on Education. The history of the Task Force and its mission are included in the introductory statement. A series of brief comments and related recommendations for general education in the California State University and colleges is presented in the body of the report. Areas discussed include: retention and expansion; statement of objectives; cohesiveness and sequence; institutional status; systemwide advisory committee; entry-level learning skills; instructional level distribution; work at institution granting degree; ``double counting'' for major and general education; general education and disciplinary territorial imperatives; descriptive detail of distribution areas in Title 5; the distribution areas; CSUC and the California Community Colleges; certification of general education credit; participation and observation; general education breadth and U.S. history, American ideals; and reasonable exceptions. Included as an appendix is proposed language that addresses those recommendations requiring amendment of Title 5. (SF)

ED 176 798 IR 007 782

Case, Jeff And Others

Acquisition and Applications of Three Microcomputers by the Department of Secondary Education. The Illinois Series on Educational Application of Computers. Number 29.

Illinois Univ., Urbana. Dept. of Secondary Education.

Pub Date-Jan 79

Note-15p.; For related documents, see ED 138 286-288, ED 138 290, and ED 142 199

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, *Computer Oriented Programs, Electronic Data Processing, Evaluation Methods, *Preservice Education Secondary Education, *Teacher Education

Identifiers-*Minicomputers

This report describes the experience of the Department of Secondary Education in acquiring and applying three microcomputers: MSEA, (Micro-Computer System for Educational Applications), North Star HORIZON, and VECTOR. MSEA was designed as a central facility that would be capable of providing all types of educational computing research and service, and would include all important computer peripherals. The North Star HORIZON microcomputer was chosen for its portability and power, to be used in workshops and other outreach in the schools and community colleges. The VECTOR microcomputer together with special software was designed and installed for the Office of the Graduate Dean in the College. Each of these microcomputers can be used for instructional or administrative applications and for research, teaching, or service to students and staff. The implementation of these systems has contributed not only to development of staff and computer uses in the College of Education, but to several research and development projects in the department. (JEG)

ED 176 931 RC 011 644

King, Lovern-Root, Ed.

Native American Adult Reader II.

United Indians of All Tribes Foundation, Seattle, Wash.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date-77

Note-43p.; Related documents are RC 011 187 and RC 011 644-646

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, Adult Reading Programs, *American Indian Culture, *American Indian Education, American Indians, *Cultural Background, *High School Equivalency Programs, History, Illustrations, Legends, Reading Instruction, *Reading Materials, Reading Skills, *Tribes

Identifiers-Oral Tradition, Tribal Government

This reader, one of three designed to provide adults in basic education/GED programs with meaningful materials based on Native American cultures, includes selections appropriate for intermediate reading ability (grades 4-6). The twelve readings focus on culture, history, and contemporary concerns of Native Americans. Each selection includes a vocabulary study list and comprehension questions following the format used by the General Educational Development Test. Maps and illustrations accompany several readings. A Visit to South Dakota'' contains impressions of a young Indian girl's first visit to a reservation; Coast Tribal Government'' outlines the role of the tribal chiefs and the white man's misconception of that role. We May be Brothers After All'' is an excerpt from an eloquent speech by Chief Sealth. Other selections include an Arapaho creation story, a Makah legend explaining the heavenly bodies, a description of the Yakima Encampment, and a Blackfoot's argument against mainstreaming'' and in favor of the preservation of Indian culture and land. (JH)

ED 177 045 SO 011 979

Tanaka, Masako N. Stripp, Steven

Trainers in Multicultural Education: Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-30 Sep 78
Note-179p.; For related documents, see SO 011 980-983 and SO 012 041; Not available from EDRS in paper copy due to light and broken print type of much of the original document
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cooperative Planning, *Course Evaluation, Elementary Education, Evaluation Criteria, *Evaluation Methods, *Inservice Programs, *Multicultural Education, *Project Training Methods, Research Methodology, Teacher Education
Identifiers-Ethnic Heritage Studies Program Act

Major issues regarding the feasibility of training on-site educators to become evaluators of multicultural programs in classrooms are discussed. The issues evolved from a 10-month training/research project in California. Four sections comprise the report. Section I provides an introduction to the project. Section II discusses the two phases of the research study. The first phase followed the trainers' workshop on provisioning the multicultural classroom and the second phase followed the workshop on activities in the multicultural classroom. Section III describes the quantitative and qualitative aspects of a special evaluation study which used pre- and posttests with experimental and control groups. Section IV lists six outcomes of the study: (1) the development of six training units on multicultural education (Setting up the Multicultural Classroom, Selecting Children's Books with a Multicultural Perspective, Communicating and Working with Parents in the Multicultural Classroom, The Child's Self Concept in the Multicultural Classroom, Language in the Multicultural Classroom, and Developing Sense Perception in the Multicultural Classroom); (2) two one-week training workshops in multicultural education for trainers in the San Francisco Bay area; (3) the initiation of a network of trainers in the Bay area; (4) the development of an interactive team approach to evaluation in multicultural classrooms; and (5) development of four instruments for use in evaluating the multicultural classroom. The table of contents of the six units, copies of pre- and posttests, and scoring criteria are provided. (KC)

ED 177 081 SO 012 026

Schindler-Rainman, Eva And Others
The Educational Community: Building the Climate for Collaboration.

Allegheny Intermediate Unit, Pittsburgh, Pa.
Pub Date-76
Note-66p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($3.50)
Pub Type- Books (010) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, *Change Strategies, *Community Support, Educational Accountability, *Educational Change, Educational Practice, Educational Problems, *Educational Strategies, Educational Trends, Elementary Secondary Education, Futures (of Society), *School Community Cooperation, *School Community Relationship, Sociocultural Patterns, Trend Analysis, Volunteer Training

The results of a two-day skill laboratory on creating community support for educational change is reported in eight chapters. Participants focused on creative solutions to problems of school-community relations. Four concerns identified included the need to 1) recognize the pressures for accountability procedures and reports; 2) collaborate with community agencies which have responsibilities and services related to children and the family; 3) develop resourcefulness in responding to and getting support of groups with conflicting ideas about educational priorities; and 4) use nonprofessional human resources in providing educational services to children. Chapter I summarizes the activity of the workshop. Chapter II examines current and future social trends affecting school-community relations. Chapter III lists community interest groups and suggests ways to initiate collaboration. Chapter IV focuses on the necessity and functions of school advisory committees. Chapter V discusses the role of volunteers in the school, with an emphasis on duties, and on recruiting, screening, dismissing, and organizing. Chapter VI suggests methods for working with differences and conflicts. Chapter VII identifies strategies for group maintenance and support for change teams, organizations, and committees. Chapter VIII presents specific tools for action. Included are: an image of potentiality exercise; methods and forms for force-field diagnosis; methods and forms for an action plan; techniques for brainstorming and consultation in the round; forms for planning a meeting; and procedures for personalized skill practice. (KC)

ED 177 105 SP 014 167

Roseberry, Kent B.
The Non-Territorial Imperative in a CBTE Consortium.

Pub Date-77
Note-18p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Consortia, Cooperating Teachers, Cooperative Planning, *Field Experience Programs, *Interinstitutional Cooperation, *Management Systems, Performance Based Teacher Education, *Program Development, *Teacher Education

The problems associated with development of a field based teacher education program in the public schools are examined. Conflict between the college education department and the cooperating schools for control of time and curriculum frequently appears in such programs. A model is proposed for the structure and development of a consortium that should significantly reduce traditional disputes and promote growth and communication among these traditionally characteristic adversaries. (JD)

ED 176 581 FL 010 692

Seliger, Herbert W.

A Study of Interaction Patterns and L2 Competence.

Pub Date-Jun 77
Note-15p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Participation, Cloze Procedure, Communicative Competence (Languages), *English (Second Language), *Interaction Process Analysis, *Language Research, Language Tests, Learning Processes, Linguistic Competence, *Second Language Learning, *Speech Communication, Student Teacher Relationship, Test Results

Six adult students of English as a second language were ranked according to individual input into classroom oral interaction. Four hypotheses were then tested, regarding correlation between degree of input generation on the one hand and achievement and performance on the other. It was found that: (1) high input generators (HIGs) performed better than low input generatore (LIGs) on a course final examination, (2) a Language Contact Profile revealed that HIGs had the greater amount of contact with English speakers, (3) HIGs did not perform significantly better on a cloze test than LIGs, and (4) results of the Group Embedded Figures Test partially supported the notion that LIGs are characterized by greater field dependence than HIGs. These results suggest a pedagogically useful division of language learners into those who take an active and those who take a passive approach to their learning task. (JB)

ED 176 654 HE 011 753

Ussery, Robert M. Little, Bobby E.

A Study of Nursing Curriculum Factors and Achievement on the North Carolina State Board Test Pool Nursing Examination. Summary Report.

East Carolina Univ., Greenville, N.C. School of Nursing.

Pub Date-Jun 79

Note-20p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Certification, College Students, Curriculum Evaluation, Grade Inflation, *Grades (Scholastic), Higher Education, *Nursing, Performance Factors, State Licensing Boards, *Test Results

Identifiers-*North Carolina, *Nursing Education

A study was undertaken of the relationship between performance of the North Carolina State Board Test Pool Nursing Examination and grades in university courses of study of 441 nursing students (1974-78). Data were collected for each of the Ss and factor analysis was used to determine independent variable groupings. For each independent variable and its respective dependent variable grouping a step-wise multiple regression procedure was performed. Tables are used to compare the findings with 1964-68 nursing graduates, which show, among other things, that average scores in each area have declined but class means have increased for a high proportion of the undergraduate course grades measured. Overall the average course grades received by the 1974-78 graduates were higher, indicating possible grade escalation. However, the eight specific course grade measures (selected by factor analysis) used in various combinations as predictor variables for estimates of Board Examination scores did not show the general tendency (two increased, two decreased, four did not change significantly). The data collection sheet is appended. (PHR)

ED 176 691 HE 011 856

James Madison University Survey of Faculty Activities.

James Madison Univ., Harrisonburg, Va.
Pub Date-Mar 79
Note-28p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Rank (Professional), *College Faculty, Comparative Analysis, Consultants, Departments, *Faculty Workload, Full Time Faculty, Higher Education, Institutional Characteristics, Institutional Research, *Noninstructional Responsibility, Part Time Teachers, Questionnaires, Research Projects, School Surveys, *Staff Utilization, Teaching Assignment
Identifiers-*James Madison University VA

The activities of the faculty at James Madison University during the fall term of the academic year 1978-79 are described. Full-time instructional faculty, part-time faculty involved in resident instruction, administrators and classified employees who taught at least one course, and graduate teaching assistants were surveyed. Information was collected concerning class hours, class preparation, instructional activities, research and scholarly activities, public service activities, academic support, student support, and institutional support. Survey results for 1972 through 1978 are summarized and analyzed. The survey procedure is discussed and changes in the questionnaire since 1972 are detailed. It is concluded that although the survey population has changed over the years, the activities of University faculty have remained quite constant since 1972. The survey results are tabulated and the questionnaire is included. (SF)

ED 176 777 IR 007 732

Fabiano, Emily

Computerized Literature Searching: An Orientation for the Search Requestor.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Pub Date-Aug 79

Note-39p.; Some examples will not reproduce well because of small size and/or quality of type

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Data Bases, Indexing, *Information Retrieval, *Information Seeking, Information Services, Information Sources, Interviews, *On Line Systems, Research Problems, *Search Strategies

Identifiers-*Question Negotiation

Developed to orient the information seeker to the computerized literature search process, this guide provides background information that will help the user facilitate the search interview and the formation of a search topic, enabling him or her to focus on personal search needs and not on the fundamentals of online searching. Major purposes for which researchers have made requests to retrieve online information are described, as are types of search objectives and instances in which a manual search may be effective. To aid the searcher in choosing the proper database, the differences between kinds of databases, their locations, and methods of determining their appropriateness are outlined. It is suggested that the searcher define his research problem by recognizing concepts and using a thesaurus. This guide also explains the principles of Boolean logic, presents a sample search, and considers such details as deciding the format of the output or citations requested from the system, estimating the cost of the search, and judging whether the turnaround time from search to receipt of information is affordable. In addition to samples of typical interview questions and a sample of a search topic form, a listing of indexing and abstracting sources is provided. (FM)

ED 176 819 JC 790 517

Third-Party Evaluation 1977-1978 of the ACCTion Consortium: A Technical Assistance Project for Two-Year Institutions. Volume I.

Enterprises for New Directions, Inc., Washington, D.C.
Spons Agency-Association of Community Coll. Trustees, Washington, D.C.
Pub Date-Jul 78
Note-182p.; Some tables may not reproduce well due to small size of type
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-College Instruction, Community Colleges, Community Services, *Consortia, Cooperative Planning, Delivery Systems, *Educational Assessment, *Educational Coordination, Educational Resources, *Junior Colleges, *Program Evaluation, Program Planning, Student Development, *Summative Evaluation, Surveys
Identifiers-*Association of Community College Trustees

In accordance with federally mandated evaluation requirements, Enterprises for New Directions (END), Inc., was requested to conduct a summative external evaluation of the 1977-78 Association of Community College Trustees (ACCTion) Consortium. The Consortium consists of 114 two-year colleges nationwide which receive technical assistance through Title III of the Higher Education Act. Activities are coordinated through four regional centers, each with a specific topic area, including community services, instruction, resource development, and student development services. This report presents results of the END evaluation based on surveys of professional staff at the centers and at participating institutions, chief campus administrative officers, and ACCTion Coordinators; sample interviews with Coordinators and administrative officers; site visits; and observations of meetings and activities. General findings are presented for the project as a whole and for each regional center. Center evaluations cover: (1) objectives and degree of attainment; (2) scope of services; (3) needs assessment; (4) assessment of services and delivery systems; (5) institutional overviews; (6) significance of various institutional variables; and (7) suggestions for change. The report also includes a history of the Consortium, implementation design for the evaluation, and recommendations. (DR)

ED 176 337 JC 790 576

Student Guide for Documenting Experiential Learning: Administrative Secretary.

Coastline Community Coll., Fountain Valley, Calif.

Pub Date- 79

Note-30p.; For a related document, see JC 790 540

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, Business Correspondence, *Business Skills, Community Colleges, *Course Objectives, *Employment Experience, *Experiential Learning, Filing, Job Skills, Junior Colleges, Knowledge Level, *Measurement Instruments, *Office Occupations Education, Secretaries, Skill Analysis

Coastline Community College has developed a series of guides to assist adults who wish to obtain college credit or advanced standing in evaluating and verifying their non-college learning experiences. This guide lists the competency requirements of three courses within the Administrative Secretary program: Filing, Business Correspondence, and Secretarial Procedures. The student is asked to measure the knowledges and skills he/she has acquired on the job against specific behavioral objectives of each course. This evaluative process is facilitated by sections of the guide which ask whether the student is competent in each particular knowledge or skill and which provide opportunity for the student to record the basis of his/her competence or his/her ability to verify the competence. Verification is possible through: (1) a personal interview, (2) a job description of an applicable position that was held, (3) standard examination, (4) examples of written evidence, (5) completion of non-credit course or in-service training, (6) an instructor interview with present supervisor, or (7) other means specified by the student. The guide also refers to the concurrent use of a portfolio prepared by the student to identify, describe, and evaluate past learning experiences. (AYC)

Silverman, Charles, Ed.
The High/Scope Report. Number Four.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
Pub Date-79
Note-55p.
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Cognitive Style, Computer Assisted Instruction, *Early Childhood Education, Financial Policy, Global Approach, Measurement, Models, *Parent Child Relationship, *Preschool Children, Preschool Programs, *Public Education, *Writing Skills
Identifiers-Kant (Immanuel), Piaget (Jean)

This report provides articles on several topics related to the education of young children. In the introduction High/Scope President David P. Weikart suggests that public investment in preschool education is a wise and economically sound social policy. New studies of the long term effects of preschool are demonstrating the staying power of early education experiences that took place almost 20 years ago. William Fabricius places Immanuel Kant's conclusions about reality and knowledge in the context of Enlightenment and Romantic philosophy, and explores some parallels and divergencies between Kantian and Piagetian theories. Robert Halpern discusses economic issues pertinent to international policy for preschool programs. James T. Bond, Lynne Tamor and Robert D. Matz discuss High/Scope research on a range of measures of children's writing abilities. Robert L. Egbert and Margaret E.G. Brisch argue that early childhood programs derived from a single pedagogical perspective are more likely to produce coherent and consistent results than the eclectic approaches that until recently have marked the field. Bernard Banet envisions increased uses in education for tiny, inexpensive computers and related electronic devices. Ann S. Epstein and Judith Evans discuss results of High/Scope longitudinal research which indicate positive and negative dimensions of parent-child interaction which predict children's scholastic performance. Their findings point to the conclusion that the mother-child relationship both influences and is influenced by children's early learning styles. (Author/RH)

ED 176 875 PS 010 878

Epstein, Ann S.
Pregnant Teenagers' Knowledge of Infant Development.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Mar 79
Grant-90-C-1341
Note-7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, Cognitive Development, *Expectation, *Infant Behavior, *Knowledge Level, *Pregnancy, Pregnant Students, Social Development, *Teenagers

This study investigated pregnant teenagers' knowledge about infant development during the period of their pregnancy. The sample consisted of 98 teenagers between 14 and 19 years old who were pregnant with their first child; all were planning to keep their babies. The group was approximately 50% black and 50% white, 50% middle class and 50% working class in composition. Most of the subjects (70%) still lived with their parents. A prenatal interview was conducted in each subject's home during her last trimester. Three instruments were used. The first required the subject to rank order six areas in which she felt she needed more information: prenatal care, health and nutrition, basic caregiving and safety, perceptual and motor development, social development, and cognitive development. The second instrument used a card sorting technique to measure the subject's expectations regarding the temporal emergence of particular needs and abilities of infants and toddlers. The third instrument consisted of 16 videoclips of a range of appropriate and inappropriate infant activities and mother-infant interactions. The subject was asked to explain what the baby was doing and to say whether she would act the same way as the filmed mother or differently. Additional questions were asked about the subject's own development and future plans. The general finding was that teenagers expect too little, too late with respect to the cognitive and social development of babies. (Author/SS)

ED 176 895 PS 010 928

Seegmiller, Bonni R. And Others

Personal, Socioeconomic, and Sibling Influences on Sex-Role Differentiation.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 78
Grant-NIMH-MH-26039
Note-56p.; For related document, see PS 020 925
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age Differences, Birth Order, Ethnicity, Family Structure, *Individual Characteristics, Intelligence Quotient, Lower Class, Middle Class, *Preschool Children, Sex Differences, *Sex Role, *Siblings, *Socioeconomic Influences, Working Parents

The influences of personal, socioeconomic, and sibling characteristics on the sex-role differentiation of preschool children were investigated. Subjects included 446 lower- and middle-income boys and girls ranging in age from 3 to 5 years. The Peabody Picture Vocabulary Test was administered to each child to obtain a measure of IQ. Information regarding the children's other personal characteristics (age and sex), socioeconomic characteristics (social class, ethnicity, intactness of family, maternal and paternal employment, occupational status of mother's and father's jobs), and sibling characteristics (sibling sex, sibling constellation, total number of children, ordinal position) was obtained from school records and school staff members. A battery of sex role measures (Draw-A-Person, Nadleman Recall, Toy Preference, Occupational Preference, and Brown's IT tests) was administered to each child individually. Results showed that sex-role differentiation was already present in the 3-year-olds and that differences between the sexes increased with age. Findings also showed that sex-role differentiation was unrelated to IQ or to maternal employment variables. The hypothesis that socioeconomic factors are important determinants of sex-role differentiation was not supported. Data indicated that sex-role differentiation was most strongly affected by siblings, who had different effects depending upon their own sex, as well as by the sex and/or age of the child. Ordinal position and number of children in the family also influenced sex-role differentiation. (Author/JMB)

ED 176 953 SE 027 922

Anderson, R. D. And Others

Mathematics for Junior High School, Volume II (Part 2).

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-60

Note-284p.; For related documents, see SE 027 920-923 and ED 130 875; Contains occasional light and broken type

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Curriculum, *Geometry, *Instruction, Mathematics Education, *Number Systems, *Probability, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers-*School Mathematics Study Group

This is part two of a two-part SMSG mathematics text for junior high school students. Key ideas emphasized are structure of arithmetic from an algebraic viewpoint, the real number system as a progressing development, and metric and non-metric relations in geometry. Chapter topics include real numbers, similar triangles, variation, non-metric polyhedrons, volumes and surface areas, relative error, permutations and combinations, and probability. Slight revisions are contained in a later edition. (MP)

ED 177 028 SO 011 823

Research and Training in Literacy in Asia and Oceania. Report of a Regional Panel of Experts (New Delhi, September 19-25, 1978.)

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-79

Note-78p.

Available from-UNIPUB, 345 Park Avenue South, New York, New York 10010 ($6.25 paperbound)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Area Studies, *Change Strategies, *Developing Nations, *Development, Foreign Countries, Learning Motivation, Literacy, *Literacy Education, Manpower Development, National Programs, Nonwestern Civilization, Problem Solving, Program Content, Relationship, Relevance (Education), *Research Needs, Teacher Education, Training

Identifiers-Asia, Oceania

Recent developments and problems in the eradication of illiteracy in Asia and Oceania are reviewed in this conference report. Literacy is a critical issue because more than half of the region's population is illiterate, and social and economic development cannot progress when the literacy rate is so low. In an effort to improve the situation, most of the region's countries are implementing national literacy programs instead of small pilot programs. In order to motivate learner interest, program content is related to local issues and instruction is available in the mother tongue even when it is not the national language. Follow-up activities are provided to ensure that learners will continue to use their literacy skills. Training of instructors emphasizes use of all possible human resources from the community: these include community leaders, classroom teachers, and development agents. There is a critical need for useful research in areas such as learner motivation, structural complexity of certain languages, and effectiveness of introducing literacy programs at different stages in a country's development. Recommendations for the future success of literacy programs include national planning mechanisms, cooperative research projects, and development of a network of national centers for research and training. (AV)

ED 177 063 SO 012 000

Our American Government: What Is It? How Does It Function? 150 Questions and Answers. Ninety Fifth Congress, First Session. House Document No. 95-257.

Joint Committee on Printing, Washington, D.C.
Pub Date-78.
Note-60p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (stock no. 052-071-00547-1, $1.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Elementary Secondary Education, Federal Courts, *Federal Government, Federal Legislation, *Governance, *Governmental Structure, *Government Role, Legislators, Presidents
Identifiers-Congress, Supreme Court

This pamphlet presents information about the United States government, its bases, processes, and branches, in a question and answer format. Based on questions similar to those frequently received by Members of Congress from their constituents, it offers brief and concise information. Topics covered are democracy and its American sources, the Constitution, the electoral process, Congress, the House of Representatives, the Senate, congressional organization and procedures, the committee system, and the executive and judicial branches. It also lists, as of February 22, 1978, members of the 95th Congress by state and party affiliation, census figures by state, cabinet and congressional officials, standing committees of the Senate and House of Representatives and their chairmen, Senate special and select committees and their chairmen, House ad hoc and select committees and their chairmen, House and Senate joint committees and their chairmen, and justices of the Supreme Court. Sample questions and answers include information about the purpose and form of the American government, the Articles of Confederation, the Bill of Rights, amendments to the Constitution, the electoral college, powers of Congress, blacks and women in Congress, impeachment, stages of a bill, committee functions, presidential qualifications, succession to the presidency, constitutional powers, salaries, and various federal courts. (CK)

ED 177 132 SP 014 776

Martin, Gary L. And Others

A Longitudinal Analysis of a Peer Health Aide Program

Pub Date-24 May 79
Note-12p.; Paper presented at the Annual Meeting of the American College Health Association (57th, Washington, D.C., May 24, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students, Health Education, Health Personnel, *Health Services, Longitudinal Studies, *Paraprofessional Personnel, Program Budgeting, *Program Evaluation

A three-year longitudinal description is presented of a college health aide program, and an assessment is made of the changes resulting from a cutback in funding. In this program students are trained as paraprofessional health aides and serve in this capacity in their group residences for a small weekly salary. A record of the number of visits reported by these aides and the type of indisposition they deal with was compiled over a three-year period. A comparison is made of this record and the services rendered following a considerable cutback in the funding of the program. (JD)

ED 176 730 IR 007 670

Soules, Aline

Off-Campus Library Services: Those Inbetween Years.

Pub Date-78

Note-21p.; Paper presented at the National Conference of the Association of College and Research Libraries (1st, Boston, Massachusetts, November 8-11, 1978); Some pages may reproduce poorly because of light and broken type

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Libraries, Educational Resources, *Extension Education, Foreign Countries, *Library Role, *Library Services, Problems, Responsibility

Identifiers-*Off Campus Services, *Ontario

This paper discusses the library services that complement growing university and college off-campus programs and specifically centers on the years that fall between the start of such services and the final establishment of a physical satellite library. Suggestions, drawn partly from the literature and primarily from experiences at the University of Windsor, are offered for the handling and future development of these library services. (Author)

ED 176 978 SE 028 885

Guidelines for Self-Assessment of Secondary-School Science Programs; Preface Directions for Use Report Form.

National Science Teachers Association, Washington, D.C.
Pub Date-78
Note-37p.; For related documents, see SE 028 881-884; Not available in hard copy due to copyright restrictions; Contains light and broken type
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Order No. 471-14744; $5.00 complete set, $1.00 ea.)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement, *Educational Assessment, Evaluation Methods, Measurement Instruments, *Program Evaluation, *Science Curriculum, Science Departments, Science Education, *Science Teachers, *Secondary Education, Secondary School Science
Identifiers-*National Science Teachers Association

This is part of a series of modules intended to present guidelines to teachers for evaluation of secondary science programs. It contains the directions for use and the report form. (SA)

ED 177 005 SE 029 117

Olson, A. T. And Others

Executive Summary of a Report on Alberta Assessment of School Mathematics: A Study Conducted for the Minister's Advisory Committee on Student Achievement.

Alberta Dept. of Education, Edmonton. Ministers Advisory Committee on Student Achievement.
Pub Date-Apr 79
Note-39p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement, *Achievement Tests, *Educational Assessment, *Educational Research, *Elementary School Mathematics, Elementary Secondary Education, Mathematics Education, Needs Assessment, *Secondary School Mathematics, *Tests
Identifiers-*Alberta

This study is one of a series commissioned by the Minister's Advisory Committee on Student Achievement (MACOSA) to provide basic information for a summary of current levels of achievement in Alberta and to provide baseline data for future assessment. The assessment was conducted with students in grades 3, 6, 9, and 12. Students received questions appropriate to their grade level as well as review and preview items. Performance was satisfactory in number facts and computation. Unsatisfactory performance was found in problem solving, geometry, measurement, and consumer mathematics. Boys performed better than girls on all aspects of mathematics and this difference became more pronounced as grade level increased. Achievement differences were also related to school size and the interaction of school size and grade level. (MK)

ED 177 106 SP 014 202

Adams, Ronald D.

Critical Findings from the Teacher Preparation Evaluation Program: Teacher Entry, Retention, and Change.

Pub Date-Apr 79
Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attrition (Research Studies), *Behavior Change, *Enrollment Trends, *Faculty Mobility, Follow Up Studies, Longitudinal Studies, *Program Evaluation, *Retention Studies, *Teacher Behavior, Teacher Characteristics, Teacher Education, Teaching Experience

A report is made on a teacher preparation evaluation program that consisted of a systematic follow-up of teachers both while in the undergraduate programs and after they entered the profession. The data provided covers a period of more than seven years. Changes in teacher behavior as experience is gained are examined, and additional findings about the characteristics of those who stay in the field and those who leave teaching are presented. Implications for decision makers who are involved in teacher education program development are discussed. Data from this research is appended in tabular form. (JD)

ED 176 620 HE 011 653

McCarty, Marilu H. Galambos, Eva C.
Supply and Demand for College Graduates in the South, 1985.
Southern Regional Education Board, Atlanta, Ga.
Pub Date-78
Note-39p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313 ($2.50)
Pub Type- Numerical/Quantitative Data (110) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bachelors Degrees, Career Choice, *Career Planning, College Choice, *College Graduates, College Majors, Comparative Analysis, Decision Making, *Employment Projections, Futures (of Society), Higher Education, *Job Market, Labor Demands, Labor Economics, Labor Market, Labor Supply, *Manpower Needs, Relevance (Education), *Southern States
Identifiers-United States (South)

Data concerning job prospects and supply/demand figures for 1985 college graduates in the southern United States are presented in this booklet prepared by the Southern Regional Education Board. Supply is defined as the number of entrants into the job market, and demand as the number of job openings in that year. The data provide an update of information compiled in an earlier report for 1980. Information about the job market for college graduates in general and for various major fields of study is presented to assist students in making career choices. The figures presented are based on the South's share of projected degrees in the U.S. according to the U.S. Office of Education. Graduates are classified in 21 field of study categories and definitions are provided for the supply and demand terms used in the data analysis. Employment prospects are discussed for 1985 graduates in the fields of health, architecture, accounting, engineering, library science, communications, law, social work, psychology, fine arts, computer sciences, mathematics, agriculture, biological and physical science, home economics, public affairs, and liberal arts. Supply and demand comparisons for 1985 are tabulated for several occupational fields showing average annual job openings and the number of degree recipients available in the related field. It is suggested that decisions about going to college and the choices of majors be based on several factors including employment outlook. Appended are data on 1985 degree recipients and a list of occupations included in the supply/demand comparison. (Author/SF)

Garber, Herbert Schell, Robert E.

Differences in Rates and Modes of Attrition Between Three Groups of Oswego Undergraduate Students. Research Report.

State Univ. of New York, Oswego. Coll. at Oswego.
Pub Date-Dec 77
Note-19p.; The tables of statistical data may not reproduce well due to marginal legibility of original
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Failure, Access to Education, Admission (School), *Admission Criteria, College Students, *Dropout Rate; Dropout Research, Educational Economics, Females, Higher Education, Institutional Research, Males, Minority Groups, *Persistence, Program Evaluation, *School Holding Power, Selective Admission, State Universities, Statistical Analysis, *Student Characteristics
Identifiers-*State University of New York Coll at Oswego, *Student Attrition

Attrition rates at the State University of New York at Oswego are investigated in this paper. In 1975-76 51 percent of the students who entered as freshmen failed to graduate. The major objective of the study was to isolate and describe the differences that exist in the rates and modes of attrition among students who entered the college as freshmen under: (1) the regular admissions program; (2) the Equal Opportunity Program; and (3) the Regional Service Program. Attrition rate for males and females within each of these three programs are examined. Students admitted under special admissions programs were found to leave early in greater proportion than students who entered under the regular admissions program. The rate and mode of attrition did not vary among men and women in general. Admitting students under special admissions programs appears to add between 7 and 12 percent to the total attrition rate. It is concluded that the attrition rate of the College is the result of several complex interactions, including the enrollment of students under special admissions programs. Statistical data for the study are appended. (SF)

Digest of Statistics on Higher Education in the United States. 1974-75 1978-79.

Teachers Insurance and Annuity Assoc., New York, N.Y. College Retirement Equities Fund.
Pub Date-79
Note-27p.
Available from-Teachers Insurance and Annuity Association, College Retirement Equities Fund, 730 Third Avenue, New York, NY 10017
Pub Type- Numerical/Quantitative Data (110) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Faculty, Colleges, Comparative Statistics, *Enrollment Trends, Expenditures, *Higher Education, *Income, Instructional Staff, Junior Colleges, Operating Expenses, *Private Colleges, Public Education, Student Financial Aid, Student Teacher Ratio, *Teacher Salaries, *Trend Analysis, Universities

Data about U.S. higher education provided by the Office of Education and other public and private educational organizations is presented in tables with accompanying texts. Included are information on: (1) the total number of institutions, including a report of a three percent increase between Fall 1974 and Fall 1978; (2) enrollment statistics showing, among other things, that opening fall enrollment increased by 10 percent between Fall 1974 and Fall 1978; (3) public and private ratios revealing, in part, that enrollment has increased slightly higher for private institutions at the four-year level; (4) a comparison of four-year/two-year rates showing that, among other things, the proportion of students in public institutions enrolled in two-year colleges rose steadily; (5) instructional staff and student/faculty ratios, indicating, in part, that instructional staff at all colleges and universities increased 16 percent from Fall 1974 to Fall 1978; (6) evidence that faculty salary levels increased regularly during this period; (7) a comparison of faculty salaries with the cost of living, showing that, among other things, the faculty members experienced slight real gain for three of the years, and lost ground in two of the years; (8) current fund expenditures, showing a $14.20 billion increase during the period studied; (9) the purposes of current fund expenditures in five categories (student education, organized research, public service, hospital and independent operations, auxillary enterprises, and student aid); and (10) current fund revenues that demonstrate a growth of 41 percent. Sources of current revenues are tabulated in eight categories: tuition and fees, federal, state, local, endowment earnings, private support, auxiliary enterprises, and other. (PHR)

ED 176 754 IR 007 708

Umapathy, K. Setty

Books for Colleges of Education Libraries Project, Karnataka, India. (A Cooperative Acquisition Plan).

Pub Date-Sep 77

Note-12p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session Seminar on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722 ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Costs, *Developing Nations, Higher Education, Information Dissemination, *Library Acquisition, Library Administration, Library Collections, *Library Networks, Library Standards, Library Technical Processes, *Schools of Education

Identifiers-*India

The proposed 3-year project described in this paper would focus on the improvement of library service in colleges of education in the state of Karnataka through collection building. While staff, service, and budget problems are also cited, this project would emphasize the formulation of standards for collections and the development of a cooperative acquisition program. The first step in this process would be the compilation of a master want list by a committee representing the universities, colleges of education, library educators, and professional associations. The basic list of 10,000 book titles would be reviewed by subject specialists before being submitted to college of education libraries, where librarians, in consultation with faculty and students, would indicate the 5,000 titles they would like to have. Consolidated orders for the titles selected would be prepared by the project center, where items would also be cataloged before being sent to individual libraries. It is recommended that the institutions concerned jointly approach the Ministry of Education for the state and the University Grants Commission of India and request a one time grant to cover the total cost of such a project. (JEG)

ED 176 914 RC 011 597

Guidelines for Establishing Equity in Language and Illustrations.
Texas Education Agency, Austin.
Pub Date-79
Note-30p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, Children, Cultural Images, Elementary Secondary Education, *Ethnic Stereotypes, Females, Feminism, *Handicapped, *Illustrations, Instructional Materials, *Justice, Labeling (of Persons), *Language Usage, Males, Nondiscriminatory Education, Occupations, Racial Attitudes, Sex Differences, Sex Role, *Sex Stereotypes

The formation of self-concept is seriously affected by both oral and written language; language also affects the ways people think about others. Young children in particular have not yet learned the abstract concept of the generic he'' and when a judge, author, or principal is referred to as he'', the child is subtly conditioned against the idea of a female judge, author, or principal. Literature may also repeatedly portray certain stereotyped sex roles and traits. Minority group members are all too often shown in stereotyped situations. Educational materials seldom reflect the fact that 10-15% of the population is composed of persons who are handicapped. Fair and equal treatment of all persons should be reflected in both the texts and illustrations of educational materials. Occupational titles such as salesman'', mailman'', and policeman'' can be changed to sales clerk'', mail carrier'', and police officer''. Illustrations can show a boy cuddling a kitten, a girl changing a bicycle tire, a woman using power tools, a black mayor presiding over a town meeting, or a teacher in a wheel chair. Book titles such as Man and His World'' can be avoided, as can the use of such expressions as manmade improvements'' and man hours''. This booklet of guidelines explores the nonsexist treatment of women and men, portrayal of minority groups, representation of handicapped persons, and stereotypes in illustrations. It sets forth specific circumstances in which the guidelines can be applied. (DS)

ED 176 932 RC 011 645

King, Lovern Root, Ed.

Native American Adult Reader III.

United Indians of All Tribes Foundation, Seattle, Wash.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date-77

Note-60p.; Related documents are RC 011 187 and RC 011 644-646

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, Adult Reading Programs, American Indian Culture, *American Indian Education, American Indians, Cultural Background, Federal Indian Relationship, *High School Equivalency Programs, History, Illustrations, Legends, Reading Instruction, *Reading Materials, Reading Skills, Tribal Sovereignty, *Tribes

Identifiers-Oral Tradition, Tribal Government

This reader, one of three designed to provide adults in basic education/GED programs with meaningful material based on Native American cultures, includes selections appropriate for advanced reading ability (grade 7 and above). The twelve readings focus on culture, history, and contemporary concerns of Native Americans. Each selection includes a vocabulary study list and comprehension questions following the format used by the General Educational Development Test. Maps and illustrations accompany several readings. The First Born'' discusses universal elements in Indian creation stories and tells the Sioux creation story. On the Edge of Nowhere'' gives a narrative account of cultural values sustaining an Athabascan man through a period of emotional and physical hardship. A biographical sketch stresses Tecumseh's qualities as a leader. A speech by Albert Attocknie, chief of the Comanche Tribe, makes a plea for young, educated Indians to deal fairly with the concerns of all Indians, including the old and uneducated. Other selections discuss the growing expertise of tribal governments, the value of Indian oral history, Indian civil rights actions, the history of sovereignty, the Indian concept of medicine power, and the traditional food and clothing of the Klallam Tribe. (JH)

ED 177 133 SP 014 786

Jones, Lynn

The Relationship of Pupil Control Ideology to Students' Rights Attitudes.

Pub Date-26 Jan 79

Note-76p.; M.Ed., Wilkes College

Pub Type- Information Analyses (070) - Opinion Papers (120) - Dissertations/Theses (040)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Change Agents, *Class Management, *Court Litigation, Discipline Policy, Educational Research, Humanism, Social Change, *Student Rights, Student Teacher Relationship, *Teacher Attitudes, *Teacher Characteristics

As a result of increased court intervention in favor of students' rights, a review of a sample of teachers concerning their attitudes about student control was examined. Taking into consideration the teachers' attitudes concerning student rights, the Pupil Control Ideology test and the Students' Rights Acceptance Scale were used as measurement instruments. To ensure homogeneity of the sample group, the PCI scores were also compared to a larger sample, revealing statistical similarities between the two groups in the field of teacher attitudes. A significant difference in the effect of teacher attitudes was found. Teachers with a higher acceptance of the concept of student rights were also those teachers possessing more humanistic attitudes towards pupil control in general, while less humanistic teachers were found to have a more custodial attitude towards the management of students. (LH)

Campbell, Cherry And Others
Some Aspects of Foreigner Talk.
Pub Date-Jun 77
Note-14p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Data Collection, *Discourse Analysis, Error Analysis (Language), Language Patterns, *Language Processing, *Language Research, Language Usage, *Language Variation, Learning Theories, Linguistic Theory, Phonology, Psycholinguistics, *Research Methodology, *Second Language Learning, Speech Communication, Syntax
Identifiers-*Foreigner Talk

Foreigner talk (FT) is the term used to characterize possible adjustments in the speech of a native speaker (NS) when he or she is in conversation with a non-native speaker (NNS). The paper examines conversations between 6 native speakers and 3 non-native speakers and characterizes the speech of the native-speakers involved. The data were collected in two stages: (1) a recording was made of 3 five-minute NS-NNS conversations on a pre-determined topic; and (2) a follow-up interview of the NS by the researcher to record his or her reactions to the conversations with the NNS's. Data collection procedures were found to need improvement: (1) Researchers might gather information on affective and cultural factors that might influence findings; (2) NNS subjects should include some with lower English proficiency; and (3) conditions should be as natural as possible. In the light of this study and the data collection procedures, a review of research by Ferguson; Hatch, Shapira and Gough; and Valdman revealed some similarities and some differences. A number of general strategies cited by Hatch et al. were found, but not the kind of syntactic simplification described in the literature reviewed. In addition to the methodological considerations on data collection, it is suggested that examination of the data be carried out following the framework of conversational analysis. (AMH)

ED 176 602 HE 010 922

Bond, Arthur J. LeBold, William K.

Factors Associated with Attracting and Retaining Black Americans in Engineering. 1977 Frontiers in Education Conference.

American Society for Engineering Education, Washington, D.C.; National Science Foundation, Washington, D.C.; Purdue Univ., Lafayette, Ind.
Pub Date-77
Note-9p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Education, *Black Students, *Engineering Education, Expectation, Grades (Scholastic), *Graduate Study, Higher Education, Participant Satisfaction, *Persistence, Predictor Variables, *School Holding Power, *Student Recruitment
Identifiers-*Purdue University IN

Summarizing the highlights of four monographs on the recruitment and retention of black Americans in engineering at Purdue University, the report details 1966-76 statistical trends. The overall results of the study indicate that the number and proportion of black students beginning engineering at Purdue and nationally has increased significantly in recent years, but is still relatively small. The best predictor of retention of black students in engineering is college grades. College board scores are relatively poor predictors of grades or retention. Freshman expectations of college, Purdue, and engineering were similar for black and non-black students but external factors including financial aid were apt to be more important for black students. Black students transferred and withdrew largely due to grades and interest. Purdue black B.S. engineering graduates surveyed in 1974 had and were continuing to pursue advanced graduate and professional degrees, and held positions of responsibility in both technical and managerial fields. They achieved higher than average salaries and generally were quite satisfied with their jobs, careers, and choice of engineering and Purdue. (Author/PHR)

ED 176 637 HE 011 688

Smith, Lee W. And Others

Final Report on a Faculty Workshop on Clinical Instruction for Optometric Education.

Association of Schools and Colleges of Optometry, Washington, D.C.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md.
Pub Date-29 Jun 79
Contract-232-78-0195
Note-118p.
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, *Clinical Experience, Competence, Educational Needs, *Faculty Development, Higher Education, Information Sources, Inservice Education, Institutional Administration, *Medical Education, Medical Schools, *Optometry, Program Effectiveness, Teacher Responsibility, *Teacher Workshops, Teaching Methods
Identifiers-*Medical School Faculty

Report of a four-day workshop on optometric clinical education for clinical administration and faculty is presented. The workshop addressed the following four issues: (1) the objectives of present and future clinical education in the light of public needs and professional responsibilities; (2) the nature, types, setting, and extent of clinical experience required to provide for present and future educational needs; (3) methods and techniques of clinical education and responsibilities of the clinical instructors; and (4) evaluation of student performance and program effectiveness. For each issue a topic outline, presentation summary, workshop conclusions, and evaluation are provided. A summary of a special presentation on assessing medical competence is also included. Findings of the project evaluation are outlined. Half the report consists of the following appendices: a calendar of conference events, lists of the advisory committee, project staff, and attendees, copies of educational materials distributed by presenters, details of the evaluation data, and a curriculum vitae. (PHR)

ED 176 692 HE 011 858

National Report College-Bound Seniors, 1979.
College Entrance Examination Board, New York, N.Y.
Pub Date-79
Note-24p.
Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, College Admission, *College Bound Students, *College Entrance Examinations, Comparative Analysis, Higher Education, Measurement Techniques, Minority Groups, *Norm Referenced Tests, Seniors, Socioeconomic Status, *Student Characteristics, Tests
Identifiers-*Scholastic Aptitude Test, Student Descriptive Questionnaire, *Test of Standard Written English

National results for the College Board's Admissions Testing Program for 1979 high school seniors are compiled in this annual report. Scores for the Scholastic Aptitude Test (SAT), the Test of Standard Written English (TSWE), and Achievement Tests are reported and analyzed, and data from the Student Descriptive Questionnaire (SDQ) is discussed. Average SAT Verbal and Mathematics scores of 1979 seniors are the lowest since 1972. The average TSWE score has declined each year since its introduction in 1975 and was lower for women than for men. Average scores for Achievement Tests showed a decline for the third consecutive year. Results of the SDQ support the following statements: (1) the percentage of minority students rose to an all-time high of 17.1 percent; (2) the median of estimated parental contribution toward college expenses was $1,190; (3) Business and Commerce overtook Health and Medicine to become the most popular areas of intended study; and (4) interest in education showed a continued decline, sustaining a trend begun in 1973. Results indicate that students with the highest SAT scores tend to select the following areas of study in college: physical sciences, mathematics, English/literature, engineering, and biological sciences. Other SDQ areas discussed include: academic accomplishments in high school, plans for advanced degrees, housing preferences, extracurricular activities, and accomplishment and ambition. Data are tabulated for plans, test scores, high school record, socioeconomic characteristics, college plans, and type of high school attended. (Author/SF)

ED 176 731 IR 007 672

Roberts, Anne

Organizing and Managing a Library Instruction Program. Checklists.

American Library Association, Chicago, Ill.; Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date-Jun 79

Note-35p.; American Library Association Preconference (Dallas, Texas, June 21-23, 1979)

Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Libraries, College Students, Instructional Design, *Library Instruction, *Library Programs, *Management, Media Selection, Needs Assessment, Objectives, *Organization, Program Administration, Program Evaluation, Teaching Methods

Intended to help academic librarians with practical information useful in the development of their own programs, these 12 checklists cover appropriate segments of the academic library instruction program: (1) elements of a model library instruction program; (2) assessing student needs; (3) assessing classroom instructor interest in bibliographic instruction through an interview; (4) assessing the dean's interest in bibliographic instruction through an interview; (5) administering a program; (6) developing objectives; (7) instructional modes; (8) developing instructional materials; (9) program to teach librarians how to teach; (10) evaluation of a program; (11) gaining and maintaining collegial support within the library; and (12) gaining and maintaining institutional support. (JD)

ED 176 799 IR 007 783

Jochums, Brenda And Others

Assessing the Content of Instructional Television Programs for Use in Formative Evaluation.

Pub Date-10 Apr 79
Note-59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 10, 1979)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bibliographies, Checklists, *Content Analysis, Data Collection, *Educational Television, *Evaluation Methods, *Formative Evaluation, Intermediate Grades, Sampling, Summative Evaluation, Tables (Data)
Identifiers-ThinkAbout

The development of content analysis instruments sensitive to the instructional, social, and value-laden content of a television series, was necessary because of formative evaluation needs to establish the congruity of the actual program content with the intended content and to assess the hidden curriculum. Because issues ranged widely, four content analysis instruments were constructed and the development of each is discussed. Four stages of content analysis methodology and use are (1) the identification of issues of concern, (2) determination of needed instrumentation, (3) construction and revision of the instruments and (4) data collection and reporting. Instrument development methodology is focused upon with an example of data and reporting for the Demographic Balance checklist. (Author)

Anderson, R. D. And Others

Mathematics for Junior High School. Supplementary Units.

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-60
Note-124p.; For related documents, see SE 027 920-922 and ED 143 530;
Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Curriculum, *Geometry, *Graphs, *Instruction, Mathematical Formulas, Mathematics Education, Number Concepts, Secondary Education, *Secondary School Mathematics, *Set Theory, *Textbooks
Identifiers-*School Mathematics Study Group

This is a supplementary SMSG mathematics text for junior high school students. Key ideas emphasized are structure of arithmetic from an algebraic viewpoint, the real number system as a progressing development, and metric and non-metric relations in geometry. Chapter topics include sets, projective geometry, open and closed paths, finite differences, and formulas. (MP)

ED 176 979 SE 028 903

Dean, Robert A. And Others

Safety in the Elementary Science Classroom.

National Science Teachers Association, Washington, D.C.
Pub Date- 78
Note-25p.
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Stock No. 471-14750; $2.00)
Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Educational Resources, Elementary Education, Elementary School Science, *First Aid, Human Body, *Laboratory Safety, *Safety, *School Accidents, Science Activities, *Science Education, Science Equipment

This safety guide for elementary school science teachers who plan science activities or laboratories for their students, presents information in the form of a flip chart that can be posted in the classroom and referred to in an emergency. Space is provided for emergency telephone numbers. A safety checklist is given for the teacher. Topics include: (1) Animals and Plants in the Classroom; (2) Eye Protection; (3) First Aid; (4) Field Trips; (5) Fire Prevention and Control; (6) Storage and Labeling; and (7) Safe Use of Equipment and Materials. (SA)

ED 177 046 SO 011 980

Communicating and Working with Parents in the Multicultural Classroom.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 77
Note-96p.; For related documents, see SO 011 979-983 and SO 012 041
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Communication Skills, Elementary Secondary Education, *Inservice Programs, *Multicultural Education, Nonverbal Communication, Parent Participation, *Parent Role, Parent School Relationship, *Parent Teacher Cooperation, Teacher Attitudes, Teacher Education, Teacher Workshops, Verbal Communication
Identifiers-Ethnic Heritage Studies Program Act

This guide is designed to help teachers communicate more effectively with parents and to encourage parent participation in the multicultural classroom. Twelve group activities are divided into seven sessions. Session I activities focus on goals, expectations, current methods of communication with parents, communication problems, and a communication survey. Session II is designed to increase the teacher's awareness of what influences communication. Activities are three variations of the block exercise in which participants sit back-to-back while one instructs the other to build a structure with blocks. Session III is concerned with nonverbal communication as culturally influenced. Activities include role playing, observing and interpreting nonverbal communication, and analyzing conflicting messages at the verbal and nonverbal levels. Session IV presents techniques for effective communication with parents. The value of listening skills, an examination of irrelevant responses, factors which inhibit conversation, and the technique of paraphrasing are discussed. Session V aids the teacher in clarifying goals in working with parents: A teacher attitude survey, survey designs for finding out what parents want, a sample planning letter, a parent questionnaire form, and a teacher response form are provided. Session VI discusses the use of survey results. In session VII participants review activities, analyze their own classroom situation, and summarize the training process. (KC)

ED 177 082 SO 012 027

Lippitt, Ronald Johnson, Patricia L.

Schools Can be Made Better: The Ideas, Models, and Tools of Robert Fox.

Social Science Education Consortium, Inc., Boulder, Colo.
Report No.-SSEC-Pub-211
Pub Date-78
Note-120p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($5.95)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Role, Citizenship, *Classroom Communication, Classroom Observation Techniques, *Curriculum Development, Elementary Secondary Education, Evaluation Methods, Group Dynamics, *Humanistic Education, Human Relations, Individualized Instruction, Interpersonal Competence, Professional Continuing Education, Self Actualization, *Teacher Role, *Theories, Values
Identifiers-Fox (Robert)

The humanistic ideas, models, and tools of educator Robert Fox are presented in eight chapters. Chapter I summarizes Fox's ideas toward clarifying values, projecting possible goals and plans toward humane education, the balance and linkage between intellectual, socio-emotional, and citizenship development, the individualization of curriculum, and assumptions about the humane school. Chapter II discusses Fox's concept of the humane classroom in terms of interpersonal relations, group processes, individualized instruction, and the teacher's role. Three classroom evaluation instruments for teachers and students are provided. Chapter III defines Fox's innovative approaches to curriculum development and evaluation as he sought to relate curriculum to new values, styles of life, and motivation of the young. Chapter IV presents methods of diagnosing the human dynamics of the school. Tools for assessing the building climate, classroom group, student-teacher relationship, and school-home orientation are provided. Chapter V explores Fox's ideas about administrator and teacher leadership and examines tools for educational leaders for planning, decisions, and actions. Chapter VI discusses Fox's methods for getting significant educational innovations identified, evaluated, and used by others. Chapter VII reviews Fox's concern for the continuing professional development of teachers and administrators. The final chapter presents thoughts from Fox's former students. A bibliography of his published works concludes the document. (Author/KC)

ED 176 655 HE 011 754

Elfner, Eliot S.

Projecting Applications for Admissions in Higher Education.

Pub Date-Jul 79

Note-28p.; Paper presented to the Annual International Conference of the Society for College and University Planning (14th, Kansas City, Missouri, July, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Admission, *College Choice, Decision Making, Demography, Economic Factors, *Educational Demand, *Enrollment Influences, *Higher Education, Models, *Predictor Variables, Student Application, Student Recruitment

Identifiers-College Applicants

A method of projecting an institution's demand for higher education programs is presented. Demand was measured by the dependent variable of number of applications received by the institution. A model of independent variables that determine the demand was presented, including both exogenous variables, such as demographic patterns, national and regional economic conditions, the cost of competing institutions, and the economic benefit of a college education; and endogenous variables, such as costs of the institution, financial aid available, alumni assistance, students enrolled, recruiting effort, and public relations effort. Two anonymous case studies of institutions that were analyzed by this method are presented. A regression analysis was applied, and those measures of the variables that explain the most variation in the dependent variable were determined. It was concluded that this approach is one with much potential for specific institutions, but that the results obtained are not yet generalizable. It is suggested that further research with several institutions be undertaken to determine those factors which seem to be most determinant of the demand for college education. (Author/PHR)

ED 176 778 IR 007 733

Coordinating Continuing Education for Library/Media/Information Personnel: A Plan for Pennsylvania.

Pennsylvania State Library, Harrisburg.
Pub Date-Aug 79
Note-80p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Planning, Environment, *Information Centers, *Instructional Materials Centers, Librarians, *Libraries, Media Specialists, Paraprofessional Personnel, *Professional Continuing Education, Professional Personnel, *Program Coordination, Staff Improvement
Identifiers-*Pennsylvania

Developed with information and guidance from a task force and interest group, as well as from two surveys of continuing education providers, this plan for improving library/media/information services in Pennsylvania proposes coordination of continuing education for their personnel, including trustees and paraprofessionals. After a description of the project's background and methodology, recommendations are made concerning these aspects of the plan: coordinating structure, needs assessment, continuing education resources, communication and promotion, recognition system and quality control, regional continuing education councils, evaluation, and funding. A statement on roles summarizes the division of responsibilities of individual participants, individual libraries/media centers/information centers, district library centers, networks and cooperatives, library/media/information education, state library, and commissions on basic and higher education. Included is a section on the continuing education environment: national and state models, certification/recertification, Pennsylvania studies/plans/statutes, Pennsylvania providers and clienteles, and assets and barriers. Appendices provide a bibliography, a list of the interest group members, the two surveys used in the study and summaries of the results, a model regional continuing education council description, a job description for continuing education coordinator, a timetable for implementation of the plan, a plan budget for 1980-2, and a glossary. (JD)

ED 176 838 JC 790 577

Student Guide for Documenting Experiential Learning: Personnel Associate.

Coastline Community Coll., Fountain Valley, Calif.
Pub Date- 79
Note-66p.; For a related document, see JC 790 540
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Affirmative Action, Behavioral Objectives, Community Colleges, *Course Objectives, *Employment Experience, *Experiential Learning, Fringe Benefits, Interpersonal Competence, Job Skills, Junior Colleges, Knowledge Level, *Measurement Instruments, *Personnel Directors, Personnel Management, Personnel Selection, Salaries, Skill Analysis

Coastline Community College has developed a series of guides to assist adults who wish to obtain college credit or advanced standing in evaluating and verifying their non-college learning experiences. This guide lists the competency requirements of seven courses in the Personnel Associate program: Employee Selection and Placement, Special Services and Fringe Benefits I and II, Wage and Salary Administration, Personnel Management, Human Relations, and Fair Employment Laws. The student is asked to measure the knowledges and skills he/she has acquired on the job against specific behavioral objectives of each course. This evaluative process is facilitated by sections of the guide which ask whether the student is competent in each particular knowledge or skill and which provide opportunity for the student to record the basis of his/her competence or his/her ability to verify the competence. Verification is possible through: (1) a personal interview, (2) a job description of an applicable position that was held, (3) standard examination, (4) examples of written evidence, (5) completion of non-credit course or in-service training, (6) an instructor interview with present supervisor, or (7) other means specified by the student. The guide also refers to the concurrent use of a portfolio prepared by the student to identify, describe, and evaluate past learning experiences. (AYC)

ED 176 876 PS 010 890

Hunter, Lyman R. And Others

A Teacher's Thumbnail Guide to Standardized Tests in Early Childhood Education: A Manual to Acquaint Teachers with Formal Tests in Early Childhood.

Austin Independent School District, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-82p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Diagnostic Teaching, *Diagnostic Tests, Early Childhood Education, *Educational Diagnosis, Preschool Children, Reliability, Scheduling, *Standardized Tests, Statistics, Test Validity

The purpose of this guide is to provide a short, ready source of information about the process and problems of the diagnostic assessment of preschool children. Formal test instruments frequently used in the assessment process are listed by category. Detailed discussions of the tests and useful information the classroom teacher can gain from the results are included. Test instruments listed were chosen for their apparent frequency of use in the field of early childhood education. Inclusion in the list does not signify approval by the authors or the sponsoring program. Efforts have been made to keep terminology and jargon to a minimum. Necessary professional terms are defined either in context or in the glossary. The first chapter describes the process and problems of assessment. Reliability, validity, measures of central tendency, and standard scores as well as test scores in relation to classroom performance are discussed in Chapter II. Chapter III discusses how tests are standardized, how the tests may be used, and what information test users should know about a test before it is employed in assessment. Chapters IV, V, VI, and VII provide information about intelligence, academic and pre-academic, speech and language, and visual perception and sensory motor tests, respectively. Chapter IX lists publishers and their addresses. (RH)

ED 177 064 SO 012 001

Miller, Arthur H.

The Institutional Focus of Political Distrust.

Pub Date-79
Note-58p.; Paper prepared for delivery at the Annual Meeting of the American Political Science Association (Washington, D.C., August 31-September 3, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Science Research, Changing Attitudes, *Government Role, Institutions, *Legislators, Negative Attitudes, *Political Attitudes, *Politics, Power Structure, *Presidents, *Public Opinion, Theories

As a means of exploring public attitudes toward political institutions, the research analyzes theories explaining public trust and confidence in the president and the congress. Hypotheses examined include: that there exists a connection between discontent with authorities and institutions, that certain groups in society (the young and socioeconomically disadvantaged, for example) do not share values reflected by government, and that the current lack of confidence in government merely expresses a low of popular support for present incumbents. Theories were evaluated in light of survey data collected from the University of Michigan's Center for Political Studies 1978 National Election Study. Included among findings are that discontent with actions and policies pursued by a series of leaders may eventually undermine respect for the political system, that the public feels that their representatives may be responsive but congress is not, and that there is a strong association between political distrust and support for severe tax cutting legislation. The conclusion is that there exists a predisposition among American citizens to accept massive changes in the structure of government. It is suggested that these changes may in the long run prove more detrimental than the immediate negative attitudes toward political institutions. (DB)

ED 177 107 SP 014 283

Bleich, Russell M.

Salt, Light, and Leaven? Spiritual Formation of Teachers.

Pub Date-Apr 79

Note-28p.; Paper presented at the convention of the National Catholic Education Association (Philadelphia, Pennsylvania, April 17, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Catholic Educators, Community Role, *Ethical Instruction, Individual Development, Instructional Aids, *Moral Development, Moral Values, Parent Role, *Program Design, Religious Education, *Teacher Role, Teaching Methods

Exact delineation of the duties and obligations of Catholic educators in the development of religious growth in their pupils is set forth. Teaching methods and instructional aids are suggested, and the role of the teacher as a spiritual guide is explored. Responsibility for moral instruction is delegated to parents and to the community as well as to the formal educational facility. Quotations from the Bible and from Vatican Declarations are utilized to substantiate the main points of the speech. (LH)

ED 176 820 JC 790 519

Carlson, Dale R.

The Effectiveness of a Telephone Community Assessment Survey in Increasing Enrollment.

Pub Date-79

Note-148p.; Ed. D. Dissertation, Nova University. Not available in paper copies due to the marginal reproducibility of the original document

Pub Type- Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Community Attitudes, Community Characteristics, Community Colleges, *Community Surveys, *Educational Interest, *Educational Needs, Enrollment Influences, Enrollment Projections, Evening Classes, Information Sources, *Junior Colleges, Motivation, *Needs Assessment, Outreach Programs, Predictive Validity, Publicize

Identifiers-*Telephone Surveys, Worthington Community College MN

A community assessment questionnaire was developed at Worthington Community College (WCC) to determine sources of information about WCC, attitudes toward and knowledge [illegible]CC, educational needs and interests, how WCC's service population co[illegible]d best be served, and respondent characteristics. A total of 200 people in six population centers were surveyed. The study revealed that: (1) most people got their information about WCC from local newspapers; (2) WCC reputation was ranked as the most important reason for attending; (3) many respondents were not sure'' about various aspects of WCC's programs and courses; (4) occupational training and special interest workshops were of high interest; (5) consumer education, business and management skills, and home repairs and do-it-yourself skills were the most highly ranked subject and skill areas; (6) 50% of the respondents were interested in receiving college credit; (7) interviewees preferred evening classes in the fall and spring; and (8) many influences on course enrollment were monetary. Regarding participant characteristics, the most highly represented occupational group was housewife'', 46% of the respondents were aged 25 to 44, and 65% were female. The study concluded that telephone assessment results could be used to predict off-campus and evening classes enrollments. A literature review and conclusions based upon the study, as well as the survey instrument, are included. (AYC)

ED 176 857 PS 010 765

Murphy, Martin D. And Others
Metamemory in the Aged.
Akron Univ., Ohio. Dept. of Psychology.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-Mar 79
Grant-90-A-1247; Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Age Differences, Mediation Theory, *Memory, *Older Adults, Pictorial Stimuli, Readiness, *Recall (Psychological), *Time Factors (Learning), *Young Adults
Identifiers-*Metamemory

Deficits involving metamemory (knowledge about memory) were investigated for elderly individuals in unfamiliar laboratory tasks. In Experiment I, 23 college age subjects and 23 active, community dwelling elderly subjects, roughly matched on socioeconomic status, were given a picture span estimation task, a test of actual span, and then a recall readiness task. In the recall readiness phase, each subject was given subspan (span minus 2), span, and supraspan (span plus 2) lists of pictures and told to take as much time as needed to insure accurate serial recall. The community dwelling elderly individuals were found to recall span and supraspan length lists more poorly than young subjects. The elderly also took considerably less time for study (in the supraspan condition, 30 seconds as opposed to 59 seconds for the young subjects). In Experiment II, prompting a chunking-rehearsal strategy led to somewhat improved performance in the elderly, but merely requiring the elderly to take sufficient time for study led to virtually perfect recall. The data suggest that the older adults were not strategy deficient, but rather may have failed to monitor their readiness to recall so that they did not know how long to study. Since metamemory deficits do appear in laboratory-type tasks, such deficits may, at least in part, account for the frequent poor performance of the elderly in such situations. (Author/JMB)

ED 176 896 PS 010 929

Bashor, Philip S.

Parental Authority and the Democratic Ethic.

Pub Date-8 Oct 76
Note-42p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Authoritarianism, *Child Rearing, Democracy, *Democratic Values, Ethical Instruction, *Ethics, Moral Issues, *Parent Child Relationship, *Parent Responsibility, Parent Role, Philosophy, Punishment, Student School Relationship, Theories
Identifiers-*Parental Authority, Rights And Duties

This paper sequentially reviews recent writings in moral philosophy (1970-1975) on topics related to the problem of morally justifying parental authority while adhering to democratic values. The problem is treated theoretically, and practical life problems are not addressed. The review ecompasses the works of some forty writers on the topics of the democratic ethic, authority, punishment, paternalism in law, moral education, and parental/filial rights and duties as these relate to the problem. It is concluded that the reviewed literature shows the strength of the democratic ethic and provides justification for parental authority. It is noted that both factors stand open to further definition and determination, within themselves and in their relation to one another. (Author/RH)

ED 176 955 SE 027 924

Experimental Units for Grades Seven and Eight.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-59
Note-297p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Curriculum, Decimal Fractions, Fractions, *Geometry, Grade 7, Grade 8, *Instruction, *Mathematical Applications, Mathematics Education, Measurement, *Number Concepts, Probability, Secondary Education, *Secondary School Mathematics, Statistics, *Textbooks
Identifiers-*School Mathematics Study Group

This is an experimental SMSG mathematics text for junior high school students. Key ideas emphasized are structure of arithmetic from an algebraic viewpoint, the real number system as a progressing development, and metric and non-metric relations in geometry. Chapter topics include why study mathematics, decimal and non-decimal numeration, the natural numbers and zero, factoring and primes, divisibility, unsigned rationals, non-metric geometry, measurement, informal geometry, approximation, the lever, statistics, chance, and finite mathematical systems. (MP)

Report of the District Review Committee of School District 39, Vancouver on the Assessment in Science, Spring 1978.

Vancouver Board of School Trustees (British Columbia). Dept. of Evaluation and Research.

Pub Date-Feb 79
Note-73p.
Pub Type- Reports - Descriptive (1[illegible]) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Research, *Elementary School Science, Elementary Secondary Education, *Evaluation Methods, *Science Curriculum, Science Education, Science Instruction, Science Programs, *Science Teachers, *Secondary School Science

The results of an assessment of science performance of students enrolled in grades 4, 8 and 12 in Vancouver, British Columbia, in 1978 are reported. Separate panels interpreted the results for each grade level, and, based on these interpretations, four general recommendations were proposed to improve science education. In addition to a summary of the assessment activities, the document also includes five appendices. Three of these are the separate reports for each grade level tested. Also included are a secondary curriculum reference chart and a list of teachers' priorities for change. (PB)

ED 177 029 SO 011 861

Cohen, Audrey C.

The Citizen as the Integrating Agent: Productivity in the Human Services. Monograph Series, No. 9.

College for Human Services, New York, N. Y.

Spons Agency-Aspen Systems Corp., Germantown, Md.; Department of Health, Education, and Welfare, Washington, D.C. Project Share.

Pub Date-Sep 78

Note-75p.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, *Change Strategies, *Educational Change, Elementary Secondary Education, Futures (of Society), Higher Education, Humanization, Human Relations, *Human Services, *Individual Power, Professional Education, Quality of Life, *Social Change, *Social Services

In order for society to attain true social justice, individual citizens must be equipped with the knowledge and skills to take control of their lives through proper use of social service systems. In the United States the present system of social services is inadequate to fulfill the needs of all of its clients. As the economy continues to force social service staffing cutbacks, it will be more efficient to educate clients about how they can help themselves by using the system in an informed manner. This will require a restructuring of the social services field to incorporate a holistic, interdisciplinary approach in which professionals will be called human services professionals, covering all areas of service needs. Their professional education will emphasize their roles as teacher, counselor, community liason, supervisor, and change agent. Public education in elementary and secondary schools will prepare citizens for learning to help themselves and care for others by teaching how to work in groups and how to act constructively in life situations. This will require a radical change in education which has traditionally emphasized individualism and competition. Measurement of individuals' productive and contructive change will be carried out through values clarification, definition of objectives, and ongoing assessment of actions to meet personal goals. (AV)

ED 176 732 IR 007 674

Alderman, Alice

Organizing Wisconsin Public Documents: Cataloging and Classification of Documents at the State Historical Society Library.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Report No.-WSDPI-Bull-5075

Pub Date-Aug 74

Note-85p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Abbreviations, *Cataloging, *Classification, *Government Publications

Identifiers-*Wisconsin

Devised for the classification of the documents of all the states and territories and Canadian provinces, of Wisconsin county and municipal publications, and of documents which derive from interstate compacts, this guide outlines a cataloging procedure and a classification scheme that can be expanded to apply to the documents of other countries and the publications of private firms and institutions. Sections are devoted to cataloging, location symbols, classification by call number, outline of agency records (Schellenberg theory), outline of classification scheme, agency codes, and advantages of the scheme. A bibliography on the cataloging and classification of public documents is also included. (Author/JD)

ED 176 755 IR 007 709

Plotz, Klaus

Cooperation of Libraries to Ensure the Satisfaction of Requirements in Information and Literature by the Broad Masses of People: Development and Experiences in the German Democratic Republic.

Pub Date-Sep 77

Note-14p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session Seminar on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Foreign Countries, *Government Role, Information Dissemination, *Library Acquisition, *Library Associations, *Library Networks, Library Planning

Identifiers-*East Germany

This overview of the situation in library cooperation in the German Democratic Republic with regard to the legal fundamentals for library work emphasizes the role of the head offices of librarianship, which are responsible for the coordination and direction of development. The existing structure and networks (territorial and special) are also reviewed with special attention to the role of the Library Association of the German Democratic Republic. The need for closer cooperation between libraries and centers of information is identified. (Author/JEG)

Rushby, N. J.
The CEDAR Project.
London Univ. (England). Imperial Coll. Computer Centre.
Pub Date-Oct 78
Note-9p.; For related documents, see IR 007 789 and IR 007 826-829
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Assisted Instruction, *Computer Oriented Programs, *Educational Development, *Educational Programs, Foreign Countries, Information Services, *Program Development
Identifiers-CEDAR Project (Imperial College), *England

This paper describes the CEDAR Project, which is designed to encourage and facilitate the development and effective use of educational computing within Imperial College, the University of London, and elsewhere. The project supports teaching staff by providing an information service and demonstration facilities, by developing and implementing educational computer programs, and by assisting with educational development and training. References and a list of 18 publications and reports from the project are included. (Author/JEG)

ED 176 915 RC 011 608

Wurschmidt, Todd N. Phillips, G. Howard

Rural Crime Prevention Workshop A Sharing of Ideas.

Ohio State Univ., Columbus. National Rural Crime Prevention Center.
Spons Agency-Extension Service (DOA), Washington, D.C.; Ohio State Dept. of Education, Columbus. Agricultural Education Service.
Pub Date-May 79
Note-24p.; For related document, see ED 134 354 ; Proceedings from a workshop held April 25, 1979 in Fairfield County, OH
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Action Programs (Community), Citizen Participation, Correctional Rehabilitation, *Crime, Delinquency, Delinquency Prevention, Elementary Secondary Education, Law Enforcement, Local Issues, *Prevention, Quality of Life, *Rural Areas, Rural Youth, *School Community Cooperation, Social Action, Socially Deviant Behavior, Vandalism, *Workshops
Identifiers-*Ohio (Fairfield County)

To aid communities with similar concerns, this bulletin shares the proceedings of a workshop which focused on local issues surrounding rural crime and its prevention. Eight members of the Fairfield County (Ohio) Resource Development Committee assessed the need for and support of a workshop, invited speakers, scheduled a meeting place, printed an agenda, and wrote newspaper publicity articles; 32 participants were recruited representing local businesses, Chamber of Commerce, service clubs, juvenile court, law enforcement departments, churches, and all elementary and secondary schools. These participants represented two separate interests lay persons and school teachers. Teachers' discussions emphasized the schools (especially grades 4-8) as a relevant mechanism to address the rural crime problem and reviewed available teacher's guides, while the lay oriented discussions focused on identifying the nature and scope of county crime problems and what the county, community, and individual property owners can do to prevent or reduce crime. Evaluation of the workshop by 24 participants revealed that 46% rated its overall helpfulness as excellent and 46% rated it as good. As a result of the workshop, hopes'' for the future are that the entire community can be motivated, that community leaders can be made more aware of crime prevention, that school programs will be implemented, and that a crime prevention program will be initiated in Fairfield County. (NEC)

ED 176 980 SE 028 904

Hofman, Helenmarie H. Ricker, Kenneth S.

Sourcebook: Science Education and the Physically Handicapped.

National Science Teachers Association, Washington, D.C.
Pub Date-79
Note-278p.; Not available in hard copy due to copyright restrictions
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Stock No. 471-14760; $6.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Handicapped, *Handicapped Students, *Mainstreaming, *Physically Handicapped, Science Courses, Science Education, *Science Facilities, Science Instruction, Science Materials, Science Programs, Science Teachers, Teacher Characteristics, Teacher Education, Teacher Role, Teaching Methods
Identifiers-*National Science Teachers Association

Addressed is the increased need for information on science education and the physically handicapped following enactment of the Education of the Handicapped Act. The document is divided into ten sections including: (1) Science Education and the Handicapped; (2) Science for Everyone (mainstreaming); (3) Preparing Teachers to Work with the Handicapped; (4) Resources for Teachers/Schools; (5) Science and the Auditory Handicapped; (6) Science and the Orthopedic Handicapped; (7) Science and the Visually Handicapped; (8) Extending the Science Program Beyond the School; (9) Handicapped and Careers in Science; and (10) Implications for the Future. (RE)

ED 177 108 SP 014 293

Byers, Walter

Planning and Operations Guide for the National Youth Sports Program.

National Collegiate Athletic Association, Shawnee Mission, Kans.

Pub Date-78

Note-40p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Action Programs (Community), *Athletic Programs, Athletics, Community Involvement, *Disadvantaged Youth, Handicapped, *Health Education, Lifetime Sports, *Low Income Groups, *Program Planning

Identifiers-National Youth Sports Program

This revised edition of the National Youth Sports Program (NYSP) guide is intended to augment the sports expertise of the NYSP administrators by providing them with the additional information they have indicated would be of assistance in planning and operating their programs. Information is given on participants in the programs and resources available to program administrators. Program activities are listed as well as enrichment program topics. State and federal agencies available for aiding the programs are listed alphabetically by state. Guidelines for staffing programs are offered. (JD)

ED 177 134 SP 014 808

Mosher, Edith K.

What About the School Research Office? A Staff Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 68

Note-89p.

Pub Type- Guides - General (050) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Change Strategies, Decision Making, Educational Innovation, Educational Practice, Educational Research, Information Dissemination, Inservice Teacher Education, *Needs Assessment, Organizational Effectiveness, *Research and Development Centers, *Research Methodology, *Research Utilization, *School Involvement, Teaching Methods

A 1968 appraisal of the effectiveness of the school research office as a channel for the dissemination of research and development information to school personnel is the main concern of this report. The paper is a product of the Communication Program at Far West Laboratory which is designed to fill three main research needs: the investigation of school personnel desire for R&D information and the evaluation of methods developed for dissemination of that information; the development of prototype systems for providing comprehensive and well-evaluated methods that will improve R&D information dispersal; and the development of organizational arrangements and training methods to aid decision-making in the schools. Consequently, the report also speaks to these needs and issues. The data for the study is derived from background reading, from studies, surveys, and conference reports of the time, from personal interviews with 15 experts in school-based research, and from more than 20 responses to letters of inquiry concerning school research office organization and function. The interviews and letters of inquiry were gathered from a nationwide sampling. (LH)

ED 176 603 HE 011 268

College and University Partnership Program. 1978 Project Report.

College and Univ. Partnership Program, Inc., Memphis, Tenn.
Pub Date-78
Note-30p.
Available from-College and University Partnership Program, Inc., 1355 Lynnfield Rd., Suite 245, Memphis, TN 38138
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Colleges, *Comparative Education, *Cultural Exchange, Exchange Programs, *Higher Education, Intellectual Disciplines, *Intercultural Programs, Interinstitutional Cooperation, *International Programs, State Universities
Identifiers-*College and University Partnership Program, *Japan

The College and University Partnership Program was designed to facilitate partnership arrangements between American private colleges and regional state universities and comparable Japanese universities. The two-year program has two main areas of activity completion of surveys on higher education in the two nations and the development of pilot exchange programs between the two countries involving educational and cultural groups. A survey of 500 higher education institutions in the United States and approximately 150 Japanese colleges and universities is currently being completed and its publication is expected in 1979. Exchange programs were begun in 1978 and it is anticipated that 15 American and 15 Japanese institutions will participate in the partnership linking in the summer of 1979.

Additionally, three cultural performing groups were brought to the United States under the program and were well received. Program planners are projecting eight cultural performing groups to participate in the program in 1979. Much of the report is appendices including the survey instrument, statistical data on participation, listings of academic disciplines, and a report on the higher education survey in Japan. (PHR)

ED 176 621 HE 011 654

Rodgers, Kenneth W. Rhodes, Isabelle N.

A Study of the Impacts of Selected Products Developed by the National Center for Higher Education Management Systems.

Little (Arthur D.), Inc., Cambridge, Mass.; Opinion Research Corp., Princeton, N.J.
Spons Agency-National Center for Higher Education Management Systems, Boulder, Colo.
Pub Date-Oct 78
Note-211p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*College Planning, *Decision Making, Evaluation Methods, Evaluators, *Higher Education, *Management Systems, Publications, Researchers, Research Projects, Research Tools, *Research Utilization, *Use Studies
Identifiers-*National Center for Higher Educ Management Systems

The impact of NCHEMS (National Center for Higher Education Management Systems) products upon planning and management tasks is examined in this study performed at a sample of 126 institutions. The institutions have used one or more of the following NCHEMS products: Program Classification of Structure (PCS); Resource Requirements Prediction Model 1.6 (RRPM); Information Exchange Procedures (IEP); Costing and Data Management Systems (CADMS); and Academic Unit Planning Model (AUPM). Some of the primary concerns in assessing the impact of the five products were: which collegiate institutions have used any of the five products? Why did these institutions use a product(s)? Who within the institutions uses the products? What dissemination factors were most important in selecting the product(s)? For what purposes and activities are the products used? The investigated current practice in using computer-based planning tools was intended to provide policy-relevant, practical information to NCHEMS and to the National Institute of Education to assist them in reviewing one aspect of the accomplishments of NCHEMS and establishing future research directions. It was concluded that the NCHEMS dissemination strategy reconciled normative and descriptive theory for educational institutions through combining the basic research and dissemination activities of the Center. It was affirmed that the NCHEMS dissemination strategy primarily focuses upon disseminating concepts and that products are tools for disseminating concepts. The findings are intended to benefit current and potential users of NCHEMS products and the Postsecondary Education Research Community. An extensive list of figures, tables and bibliographical appendices are provided. (LC)

ED 176 638 HE 011 689

Imogie, Abraham Inanoya

Post-Independence Universities in Nigeria: An Example of Disatisfaction with Colonial Education Systems in the Third World.

Pub Date-17 Nov 78

Note-51p.; Paper presented at the National Conference on the Third World (2nd, University of Nebraska at Omaha, Nebraska, November 17, 1978)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Access to Education, Black Students, Colonialism, *Conference Reports, *Developing Nations, *Enrollment Trends, Foreign Countries, *Government School Relationship, *Higher Education, Institutional Characteristics, Universities, University Administration

Identifiers-*Nigeria, University College Ibadan (Nigeria)

Major reforms in Nigerian University education since independence (October, 1960) are examined. An overview of the early beginnings of higher education in Nigeria is followed by a consideration of the recommendations of the Elliot and Asquith Commission reports (1943 and 1945) on future university development. A major outcome of the reports was the establishment of University College in Ibadan in 1948. Characteristics of the college from its foundation to independence are outlined, including a discussion of the decline in Nigerian student enrollment from 28 percent of the total number of Nigerian students in higher education to 18 percent. Following independence Nigerians became actively involved in the decision-making processes at every level of development and education received high priority. The rationale for the priority placement of higher education is recounted and the goals of an African university pre- and post-revolution are identified. During the years 1960-1973 universities grew at the rate of 1,300 percent and the Nigerian student population increased from 1,395 in October, 1960, to 47,000 in June, 1978. Admissions policies, including an increase in female students, and the rise of a strong student union are examined. Staffing, academic orientation, and curricula are explored. University autonomy and aspects of university administration and financing are also discussed, as is the sensitive relationship between the universities and the government. Eleven future trends, including such predictions as an increase in the number of universities and the need to seek financial support from industries, private organizations, and individuals as well as the government, are proposed. (PHR)

Exclusion of Investments in Securities of Corporations with Assets within the Republic of South Africa.
Stanford Univ., Calif.
Pub Date-Oct 77
Note-19p.; Document prepared through the Office of the Director of Finance
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Policy, Blacks, *Educational Economics, Educational Finance, *Endowment Funds, Expenditures, Financial Support, Foreign Countries, *Higher Education, *Investment, *Political Issues, Politics, Racial Discrimination, *School Industry Relationship
Identifiers-*Divestiture, Donors, South Africa, *Stanford University CA

The exclusion of Stanford University endowment investment in securities of corporations that have assets within the Republic of South Africa is examined, and a financial cost and benefit analysis of the situation is presented. The study indicates that if divestment were implemented Stanford would be required to sell approximately $125 million in endowment assets, including the securities of 59 corporations in 21 different industries. Divestment would mean eliminating those company's securities that the University's investment managers believe are the most lucrative. It is shown that the portion of annual dividends originating from assets within South Africa is estimated at $25,000 compared to a total dividend return in 1976 of $8,900,000. Over 99 percent of the earnings were found to be unrelated to the issue of South Africa but would be eliminated from Stanford's return by divestment. It is also suggested that excluding investments in companies on other than financial criteria would jeopardize philanthropic contributions from these companies. Appended are a list of the top 50 Standard and Poor's 500 stocks by market value, the market value of Stanford's investments in the securities of companies with assets in South Africa, a summary of the impact of exclusion by industry fields, and computation of transaction costs. (Author/SF)

ED 176 711 HE 011 908

Nordvall, Robert C.

Evaluation and Development of Administrators. AAHE-ERIC/Higher Education Research Report No. 6, 1979.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-68p.

Available from-American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 ($4.00)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrative Personnel, Administrator Characteristics, Administrator Education, *Administrator Evaluation, Bibliographies, *College Administration, *Evaluation Methods, Higher Education, Improvement Programs, Informal Assessment, Inservice Education, Management by Objectives, *Management Development, *Presidents, *Professional Development, Rating Scales

Identifiers-*Administrators, College Presidents, Information Aanlysis Products

Needs and methods for the evaluation and development of higher education administrators are reviewed in this monograph. Three major reasons for evaluation are cited: external and internal pressure, improvement of performance of individual administrators, and improvement of performance of the institution. Different approaches to evaluation are reviewed and advantages and disadvantages of each process are discussed. Information evaluation, rating scales, structured documentation (portfolios), and management by objectives are included in this examination. It is suggested that the various evaluation approaches are not mutually exclusive, and some institutions may use procedures that draw on a mixture of evaluation methods, as suit their curcumstances. Procedures for successful implementation, deciding who should provide evaluative data, and when to evaluate are discussed, as well as confidentiality and evaluating the evaluation process. Administrative development programs are examined and it is suggested that features of development programs in business can be applied to higher education. Important features of a development program include: (1) relationship of development to daily work; (2) tailoring the program to the institution and person; and (3) encouragement of participation in the program. Problems specific to the evaluation of college presidents are also discussed. It is suggested that the evaluation and development of both college presidents and administrators complements the proper management of the institution and that any development program should be responsive to the changing needs of the school. A 100-item bibliography is included. (SF)

IR

Preston, Kathleen
Individual Differences in Visual Imagery and Piaget's Stages.
Pub Date-77
Note-28p.; Article is based on a Ph.D. dissertation, University of California (Berkeley); Brief report of this research was presented at the Annual Meeting of the Western Psychological Association (Seattle, Washington, 1977)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Ability, Cognitive Development, *Developmental Stages, *Elementary School Students, Elementary Secondary Education, *High School Students, *Imagery, Mediation Theory, Sex Differences, *Visualization
Identifiers-*Piaget (Jean)

It was hypothesized that high visual imagery is a liability during acquisition periods and an asset during consolidation periods of Piaget's stages of concrete and formal operations. It was also hypothesized that at all ages high imagery would be related to performance on a spatial egocentrism' task. A sample consisting of 195 children from grades one, four, six and ten was drawn. Subjects were assessed for imagery level by the method used by Hollenberg, and on three Piagetian tasks. Results from correlations and analyses of covariance indicated that high imagery does not handicap operational thinking, that it may be facilitative during consolidation periods, and that it is associated with superior performances on spatial egocentrism tasks at all ages. Results also suggest that imagery may become increasingly salient for girls, and decreasingly salient for boys, as cognitive development proceeds. (Author/RH)

ED 176 933 RC 011 646

King, Lovern Root, Ed.

Native American Adult Reader. Teacher's Guide.

United Indians of All Tribes Foundation, Seattle, Wash.

Pub Date-77

Note-102p.; Not available in paper copy due to colored pages; Related documents are RC 011 187 and RC 011 644-646

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, Adult Reading Programs, *American Indian Education, *Behavioral Objectives, Concept Teaching, *High School Equivalency Programs, Learning Activities, Reading Comprehension, Reading Instruction, *Reading Skills, Relevance (Education), Skill Development

Behavioral objectives and supplemental student activities are featured in this teacher's guide for using the Native American Adult Readers in basic education/GED programs. The guide provides the rationale for developing the readers, which contain a variety of brief articles and essays and are designed to provide meaningful material based on Native American cultures. Each of the three readers reflects one of the Adult Basic Education reading levels beginning (grade 3 and below), intermediate (grades 4-6), and advanced (grade 7 and above). For each selection in the readers, the guide includes (1) a precise statement of the concept discussed, (2) a list of specific objectives to be met by students in responding to comprehension questions, and (3) a list of supplemental projects for in-depth investigation of topics of special interest to individuals or groups of students. A master chart of student skill areas lists 35 specific cognitive behaviors relating to literal comprehension, interpretation, and critical reading and refers the teacher to lessons in which these skills are taught. An answer key is provided for questions contained in the student readers, and forms are included for student and teacher evaluation of the readers. (JH)

ED 176 583 FL 010 707

Wesche, Marjorie B.

Learning Behaviors of Successful Adult Students on Intensive Language Training.

Pub Date-Jun 77

Note-18p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Learning, Adult Students, Class Activities, French, Intensive Language Courses, Language Instruction, *Language Processing, *Language Proficiency, Language Research, Languages for Special Purposes, *Learning Activities, Learning Characteristics, Learning Processes, *Learning Theories, Listening Comprehension, Postsecondary Education, *Second Language Learning, Skill Development, Speech Communication

The study described here sought to identify and define learning behaviors'' characteristic of those adult students who were highly successful in acquiring listening and speaking fluency in French in an intensive language training program. Data were collected from behavioral observation of students in the classroom, in-depth interviews with them, pre-training questionnaires and objective predictive measures. The learning behaviors are described including their frequency of occurrence during selected classroom activities and the relationship of these behaviors to achievement in listening and speaking skills. The statistical analyses are supplemented by group findings from interviews with the eleven highest and seven lowest achievers. Findings are interpreted in terms of an information processing model. The results suggest that the most successful learners are those who use their exposure time in the L2 actively and who seek to extend this outside the classroom. With regard to the appropriateness of an information-processing model for language learning, one conclusion is that satisfactory explanation of the language acquisition process remains beyond the reach of present theory or research. (Author/AMH)

ED 176 839 JC 790 578

Student Guide for Documenting Experiential Learning: Sales and Marketing Management.

Coastline Community Coll., Fountain Valley, Calif.
Pub Date- 79
Note-32p.; For a related document, see JC 790 540
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accounting, Behavioral Objectives, *Business Education, Community Colleges, *Course Objectives, *Employment Experience, *Experiential Learning, Job Skills, Junior Colleges, Knowledge Level, *Management Education, Marketing, *Measurement Instruments, Salesmanship, Sales Occupations, Skill Analysis
Identifiers-Advertising

Coastline Community College has developed a series of guides to assist adults who wish to obtain college credit or advanced standing in evaluating and verifying their non-college learning experiences. This guide lists the competency requirements of six courses in the Sales and Marketing Management program: Principles of Accounting, Salesmanship, Marketing, Advertising, Business Ownership and Management, and Sales Management. The student is asked to measure the knowledges and skills he/she has acquired on the job against specific behavioral objectives of each course. This evaluative process is facilitated by sections of the guide which ask whether the student is competent in each particular knowledge or skill and which provide opportunity for the student to record the basis of his/her competence or his/her ability to verify the competence. Verification is possible through: (1) a personal interview, (2) a job description of an applicable position that was held, (3) standard examination, (4) examples of written evidence, (5) completion of non-credit course or in-service training, (6) an instructor interview with present supervisor, or (7) other means specified by the student. The guide also refers to the concurrent use of a portfolio prepared by the student to identify, describe, and evaluate past learning experiences. (AYC)

ED 176 956 SE 027 925

Haag, V. H. And Others
Introduction to Algebra (Part 2). Preliminary Edition.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-60
Note-240p.; For related document, see ED 160 414
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Algebra, Curriculum, Grade 9, *Instruction, Mathematics Education, *Number Concepts, Secondary Education, *Secondary School Mathematics, *Textbooks
Identifiers-*Number Operations (Mathematics), *School Mathematics Study Group

This is part two of a two-part SMSG algebra text for ninth-grade students. The text was written for those students whose mathematical talent is underdeveloped. Chapter topics include the real numbers, addition of real numbers, multiplication of real numbers, properties of order, and subtraction and division for real numbers. (MP)

ED 177 007 SE 029 123

Thompson, James B.
Course Presentation Text for Foundations and Soil Mechanics - ETC 411.
California State Polytechnic Univ., Pomona.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-NSF-CP-1
Pub Date-Jul 75
Grant-NSF-GY-10474
Note-127p.; Contains occasional light print
Pub Type- Reports - General (140)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*College Curriculum, *Curriculum Development, Earth Science, *Engineering Education, Higher Education, *Science Education, *Technical Education, Undergraduate Study

Described are lecture topics and laboratory assignments for a course offered to engineering technology students specializing in construction. A dual-purpose laboratory which serves both engineering technology students and civil engineering students is described. The course work may be presented during either a 10-week quarter or may be expanded for a semester course. (RE)

ED 177 047 SO 011 981

Developing Sense Perception in the Multicultural Classroom.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-87p.; For related documents, see SO 011 979-983 and SO 012 041; Appendix may not reproduce clearly due to light and broken print type of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Class Activities, *Cognitive Processes, Discrimination Learning, Elementary Education, Experiential Learning, Food, *Inservice Programs, *Multicultural Education, Perceptual Development, *Sensory Experience, *Sensory Training, Tactual Perception, Teacher Education, Teacher Workshops, Visual Discrimination, Visual Perception
Identifiers-Ethnic Heritage Studies Program Act

This guide provides group activities for teachers to aid in planning a multicultural curriculum for developing sensory perception in children. The guide emphasizes the cognitive processes involved in sorting out sensory data and the use of multicultural materials as resources for sensory experience. Activities are presented in six sections. Section I introduces the goals of the guide and discusses sensory perception as a system of sensing and thinking. Section II, Observation and the Senses, helps teachers to recall their own sensory awareness through a sense walk and presents an exercise in observing children involved in sensory experience. Activities in Section III, Touch, call for participants to explore the texture of a cornstarch/water mixture, develop a texture wordlist, examine materials of similar textures, and work with size and shape. Suggested classroom activities are included. Section IV, Tasting and Smelling, features multicultural food and cooking experiences. Section V, Hearing, presents a scavenger hunt in which participants must collect specified sounds on a cassette tape recorder. Participants also list classroom activities such as chanting, singing, listening to music from other cultures, and making instruments. Section VI, Sight, investigates patterns, symmetry, and spatial relationships. Each section presents objectives and worklists and allows participants to create relevant classroom activities. An appendix provides sample Native American recipes for the Tasting and Smelling section. (KC)

ED 177 065 SO 012 002

Stearns, Betty, Ed. Degan, Clara, Ed.

Careers in Music.

American Music Conference, Wilmette, Ill.
Pub Date-76
Note-131p.; Sponsored by CBS Foundation, New York, NY; Photographs may not reproduce clearly
Available from-American Music Conference, 1000 Skokie Boulevard, Wilmette, Illinois 60091 ($2.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education, Business, *Career Awareness, *Careers, Communications, Education, Elementary Secondary Education, *Employment Opportunities, Fine Arts, Higher Education, *Music, Teacher Education, Theater Arts

This booklet identifies career opportunities in music in per[illegible] arts, education, business, recording, and allied fields. It is intended for use by high school and college students, teachers, and anyone with an interest in working in the field of music. It explores performing careers but also identifies many other music-related jobs that require an understanding of music but not necessarily professional-level performing skills or any performing ability at all. Each chapter describes types of jobs, ways to get started, opportunities for advancement, required skills and training, how and where to look for a job, and pros and cons of various careers. The chapter on performing arts reviews career options in popular music, symphony orchestras, the armed forces, and composing and arranging. The chapter on education discusses teaching and administrative positions in public schools, band directing in colleges and public schools, and private teaching. In the area of business, careers exist in retailing, manufacturing, wholesaling, music publishing, and piano tuning. The recording industry offers various positions in both record production and the business side of recording. The final chapter reviews careers in allied fields such as church music, music therapy, music criticism, communications, and music libraries. (AV)

Green, Kenneth C.

Minority Students and Professional Associations.

Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Sep 78
Note-15p.; An earlier version of the paper was presented at the post-Bakke planning meeting (New York, NY, June 1-2, 1978)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Affirmative Action, *Agency Role, Certification, Educational Responsibility, *Graduate Study, Higher Education, *Minority Groups, *Professional Associations, *Professional Education, Role Perception

The role of professional associations in facilitating minority access to graduate and professional education is addressed. Information on minority applications, financial aid, recruitment, and support activities was requested from 29 associations; 16 responded. The general posture of the associations appears to be limited to expressions of support for resolutions of affirmative action in hiring and admissions. Data on minority enrollment was limited and sometimes conflicting. The best and most timely information came from law and medical associations. The problem of certification and credentialing are explored: often it is currently assumed that if a minority individual is certified it is because the standards were lowered, or because of special treatment. It is suggested that associations could play a vital role in disseminating information on successful programs, and that their participation would increase minority participation in academic training. It is stressed that the passive role which associations have played in minority participation is not adequate, that they have a responsibility to actively lead in the promotion of minority involvement in academic and professional training. (PHR)

ED 176 693 HE 011 859

Fifth Midyear Desegregation Status Report for Public Postsecondary Education Institutions in the State of Maryland.

Maryland State Board for Higher Education, Annapolis.
Pub Date-Jul 79
Note-285p.; Tables marginally legible
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Blacks, College Faculty, *College Integration, College Students, Community Colleges, *Equal Education, Equal Opportunities (Jobs), *Faculty Integration, Grants, Higher Education, Integration Methods, Minority Groups, *Postsecondary Education, *Public Education, Racial Discrimination, School Holding Power, State Boards of Education, State Colleges, *State Programs, Student Characteristics, Student Financial Aid
Identifiers-*Maryland

The status of desegregation in Maryland public postsecondary institutions is assessed in this midyear report for 1979. Chapter One discusses desegregation of the full-time work force of the state's higher education institutions. The data indicate that there exists a low proportion of black faculty in predominantly white schools. A faculty and administrator exchange program is recommended to alleviate this imbalance. In Chapter Two the major activities of the State Board for Higher Education in monitoring and implementing the State Desegregation Plan are discussed. The various programs implemented, monitoring techniques, and studies are examined. State fund expenditures and appropriations for FY 1980 for the implementation of the state's desegregation plan are discussed in Chapter Three. In Chapter Four midyear desegregation reports are provided for each Maryland public postsecondary institution. These reports include information on student composition, financial aid, employment composition, administrative coordination, student services, student retention, and recruitment efforts. Appended are other-race grant allocations; criteria/guidelines for other-race grant programs; minority/other-race internship assignments for 1978-79; summary of minority/other-race intern final reports; coordinators for other-race grant programs; and coordinators for minority/other-race internship programs. (SF)

ED 176 756 IR 007 710

Easton, D. K.

Coordinated Economic Development and the Information Network.

Pub Date-Sep 77
Note-9p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session Seminar on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Data Collection, *Developing Nations, Economic Research, Information Dissemination, *Information Needs, *Information Networks, Technological Advancement, *Technology Transfer
Identifiers-*Middle East

This is a discussion of some of the problems that the Advisory Organization for Gulf Industries (AOGI) will face when it undertakes (1) to organize both an information center (node) that will serve the information needs of the Gulf States of Iraq, Kuwait, Bahrain, Saudi Arabia, Qatar, the United Arab Emirates (UAE) and Oman; and (2) to compile an indigenous data bank that can supply the nations of the world with comprehensive economic information and statistics about the seven member states. Emphasis is placed on the collection and indexing of data. (Author/JEG)

ED 176 779 IR 007 736

Evans, Glyn T. And Others

Development of a Responsive Library Acquisitions Formula. Final Report.

State Univ. of New York, Albany. Central Administration.
Spons Agency-Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Grant-G007702305
Note-107p.; Examples may not reproduce
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Libraries, Data, Data Processing, Library Acquisition, *Management Information Systems, Mathematical Formulas, Taxonomy
Identifiers-*Collection Development, Higher Education General Information Survey

The major accomplishments in the development of a management system for academic library collection development were (1) the development of translation tables which express HEGIS (Higher Education General Information Survey) taxonomy terms as sets of LC (Library of Congress) class numbers; (2) the use of these tables to compare library acquisition, institutional administrative data, and book publishing data, and to treat them as components of a library management system; (3) the development of computer programs to build and maintain the tables, isolate and analyze the data, and prepare a series of reports which together comprise the library management information system; and (4) the establishment of a process by which libraries and institutions can analyze their data. The attempt to develop quantitative components which would be included in a proposed acquisition formula failed, although the structure of the formula appears to be validated. Appendices present the modified HEGIS taxonomy, a list of subject specialists who compiled tables, instructions for the assignment of LC classification numbers, instructions for proofreading LC/HEGIS tables, an example of an LC/HEGIS conversion table, and the proposed SUNY (State of New York) formula for current acquisitions. (Author/JD)

ED 176 801 IR 007 788

Huntington, John F.
Computer-Assisted Instruction Using BASIC.
Educational Technology Publications, Englewood Cliffs, N.J.
Pub Date-79
Note-240p.
Available from-Educational Technology Publications, Englewood Cliffs, New Jersey 07632 ($14.95)
Pub Type- Books (010) - Guides - General (050) - Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, *Computer Programs, Display Systems, Flow Charts, *Instructional Design, Learning Theories, Planning, *Programing Languages

Identifiers-*BASIC Programing Language, Instructional Development

This book providing direction for the planning, designing, and writing of programs for computer assisted instruction (CAI) includes chapters on the role of computers in instruction, the BASIC programing language, flowcharting, terminal commands, displaying instruction, dialogues, learning theories, the process of instruction, and the planning of instruction. Each chapter contains an annotated bibliography of reference readings. The appendix provides descriptions with examples of the EDPOL, NUMB, STD-RESUTL, NS, and PEOPLE programs, which can be implemented as task management procedures in a CAI/CMI system. (CMV)

ED 176 821 JC 790 527

Lach, Ivan J. And Others

Abstract of the American College Testing Class Profile for Fall 1978 Freshmen Enrolled in Illinois Public Community Colleges.

Illinois Community Coll. Board, Springfield.

Pub Date-Apr 79

Note-33p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aspiration, Achievement Tests, College Choice, *College Freshmen, Community Colleges, Comparative Analysis, Grade Point Average, Junior Colleges, *Junior College Students, National Norms, Occupational Aspiration, *Scores, *State Surveys, *Student Characteristics, Student Financial Aid, Student Needs

Identifiers-*American College Testing Program, *Illinois, Student Objectives

The American College Testing (ACT) Class Profile for students enrolled in Illinois public community colleges provides student characteristics and test results information. These data enable local colleges to compare their students with other community college students in the state and nation rather than with college and university students. In 1978, 12,789 students took the ACT Test and entered as freshmen into an Illinois community college. Their average ACT score, which was lower than the national college freshman norm, was 16.6 and their high school grade point average (GPA) was 2.6 (Cπ). Since 1973, the statewide ACT scores have steadily decreased; conversely, GPA's steadily increased until 1977 and stabilized in 1978. Of the 1978 group, 56% indicated that they would apply for financial aid, while 58% expected to work while in college. The freshmen indicated a need for improving math (47%), study (41%), and reading (38%) skills; for assistance in choosing a major (44%), and for personal counseling (31%). Regarding degree objectives, 59% aspired to a bachelor's degree or higher, 30% desired an associate degree, and 6% sought a certificate. The business/commerce profession was the popular first vocational choice and the most planned educational major. For 47% of the freshmen, the single most important factor in making a college choice was field of study. (AYC)

ED 176 858 PS 010 771

Ungerer, Judy A. And Others
Play as a Cognitive Assessment Tool.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Feb 79
Grant-1-F32-MH07550-01; Pub Type- Reports - Research (143) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Autism, *Cognitive Development, Comparative Analysis, *Evaluation Methods, *Infants, *Play, *Preschool Children, Pretend Play, Retarded Children
Identifiers-Symbolic Play

This paper presents an overview of the development of play in children from 9 to 34 months of age, focusing specifically on those aspects of play which occur with sufficient consistency to function as markers for judging developmental progress in clinical populations of young children. A procedure for assessing the sophistication of spontaneous play in 1- to 3-year-old children is described, and the relation of play to general cognitive functioning in the same age period is discussed. Evidence supporting the use of play as a cognitive assessment tool is presented from longitudinal studies of children tested periodically with Piagetian and psychometric developmental scales, from research correlating play sophistication and Bayley Mental Scale performance in 1 1/2- to 2-year-old normal children, and from research relating play and cognitive functioning in autistic and mentally retarded populations. (Author/MP)

ED 176 877 PS 010 894

Schlesinger, Benjamin
The One-Parent Family: Perspectives and Annotated Bibliography. Fourth Edition.
Pub Date-78
Note-224p.
Available from-University of Toronto Press, 33 East Tupper Street, Buffalo, New York 14203 ($12.50)
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Children, Death, *Divorce, Family Problems, *Marital Instability, Marriage, *One Parent Family, Parent Child Relationship, Unwed Mothers, *Widowed

This source-book on the one parent family contains two sections. The first section includes six papers dealing with motherless families, fatherless separated families, divorce and children, the crisis of widowhood in the family cycle, the unmarried mother who keeps her child, and single parent adoptions. Section II includes 750 annotations of pertinent materials published up until March 1978. An annotated list of children's books related to children in one-parent families and reconstituted families is provided in the appendix. (Author/MP)

ED 177 083 SO 012 031

Stein, Jay W.
Mass Media, Education, and a Better Society.
Nelson-Hall Publishers, Chicago, Ill.
Pub Date-79
Note-164p.
Available from-Nelson-Hall Publishers, 111 N. Canal Street., Chicago, Illinois 60606 ($14.95 hard bound)
Pub Type- Books (010) - Information Analyses (070) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Comics (Publications), *Cooperation, *Educational Innovation, Educational Needs, Educational Problems, *Futures (of Society), Higher Education, *Humanistic Education, *Mass Media, Paperback Books, Popular Culture, *Public Education, Radio, Secondary Education, Social Change, Television

In an examination of the conflict between the mass media and public education, the author concludes that a pressing need exists for better understanding and cooperation between the two and calls for action which involves them both. The overcommunication of the media and the under-utilization of the media toward constructive ends are examined. Separate chapters discuss the rift between the formal pursuit of education and the informal educational effect of the media; the swiftness of the communications revolution and the mildness of the educational revolution; formal and informal teaching for learning and the role of the media in the learning process; the need to harness the power of the media to effect social, political, and economic improvements; and the concept of a media curriculum. Challenges for the future are advanced in terms of basic communicative skills, an expanded educational setting, and a new course for everyone. The new course, mass media, would present the historical development, technical devices, styles, and methods, economic foundations and institutional setting, and the psychological and sociological role of the media. The final chapter reiterates that a combined effort of the two forces would result in a humanistic education directed toward the development of a citizenry capable of taking intelligent, self-directed action when confronted with significant issues. (Author/KC)

ED 176 733 IR 007 676

McCabe, Gerard B. Tjarks, Connor D.
A Plan for Library Support of Off-Campus Continuing Education Courses.
Spons Agency-Virginia State Council of Higher Education, Richmond.
Pub Date-Mar 79
Note-64p.

Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Libraries, *Adult Education, *Credit Courses, Educational Resources, Higher Education, Library Cooperation, *Library Programs, Library Surveys, *Off Campus Facilities, Public Libraries
Identifiers-*Virginia

Based on cooperation of public and academic libraries, the basic plan for library support of off-campus continuing education credit courses presented in this report provides for outright donation or long term deposits of library materials by libraries of teaching institutions to host libraries, usually public libraries located in areas where courses are being taught; it is intended for the libraries in the Richmond area. Included are narratives of site visits that were made to libraries in North Carolina, Virginia, Louisiana, Mississippi, Alabama, New York, Pennsylvania, and Iowa, as well as a summary of telephone conversations with librarians with continuing education responsibility in Maryland and Pennsylvania. (Author/JD)

ED 176 981 SE 028 905

Carleton, Robert H.
The NSTA Story, 1944-1974: A History of Ideas, Commitments and Actions.
National Science Teachers Association, Washington, D.C.
Pub Date-Nov 75
Note-294p.; Not available in hard copy due to copyright restrictions
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Stock No. 471-14700; No price quoted)
Pub Type- Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational History, Elementary Secondary Education, National Organizations, Organizations (Groups), *Professional Associations, *Science Education, *Science Education History, Science History, *Science Teachers, *Teacher Associations

Presented is a documentation, in detail, of the founding and development of the National Science Teachers Association (NSTA). It treats genesis and evolution of ideas within the organization, the development of positions and commitments on issues and alternatives. Accounts of a wide variety of actions of the NSTA during the period between 1944 and 1974 are provided. (Author/RE)

ED 177 109 SP 014 344

Benedict, Richard R.

The Kotter Key (To Educating Disadvantaged Students).

Pub Date-May 79
Note-6p.
Pub Type Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educationally Disadvantaged, Lesson Plans, *Student Evaluation of Teacher Performance, Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior, *Teaching Styles.
Identifiers-Positive Attitudes

Teaching styles most effective in dealing with educationally disadvantaged students are analyzed. For the purpose of this research disadvantaged students in a secondary school were identified and given a questionnaire to determine the teacher they considered contributed the most and the teacher who contributed least to their education. The teaching styles of the selected teachers were examined for significant attitudes and behaviors. It was found that teachers selected as most effective by the students had attitudes of caring and consideration for students and managed their classrooms in a comparatively relaxed and low-structured way. (JD)

ED 177 135 SP 014 816

Anderson, Jonathan Steinle, John

Student Attitudes and Motivations Towards School: Profile of Secondary School Students in South Australia and Queensland. IEA Australia Report 1978:1.

Australian Council for Educational Research, Hawthorn.; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).
Pub Date-Dec 78
Note-41p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Ability, Foreign Countries, Participant Satisfaction, *Secondary School Students, Self Concept, Socioeconomic Background, *Student Adjustment, *Student Attitudes, *Student Behavior, *Student Motivation
Identifiers-Australia

This paper reports the results of a study on school satisfaction in two Australian States; South Australia and Queensland. The specific aims of the study were to examine feelings of satisfaction and dissatisfaction towards secondary school (including interest in subjects taken at school and their perceived relevance to future occupations) between students of different sex, different home backgrounds, different types of school, and differing abilities. (Authors)

ED 176 675 HE 011 804

Collins, Janet Nickel, K. N.

A New Look at Grading, Recording, and Averaging Practices in Higher Education in the United States.

Pub Date-79
Note-14p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Academic Probation, *Academic Standards, Admission Criteria, College Students, Followup Studies, *Grade Inflation, Grade Point Average, Grades (Scholastic), *Grading, Higher Education, Institutional Research, School Surveys, *Trend Analysis

Focusing on current grading practices, this report details a survey of 443 respondents from both four- and two-year institutions of higher education. The data are compared with a 1973-74 survey of the same institutions. Findings show that in general more stringent policies are enforced in the use of nontraditional grading practices, in making-up incompletes, in withdrawal policies, and in auditing procedures. Practices on the admission of high school graduates, admission to graduate school, and on remaining in good standing appear to have become more strict. The responses on probation and suspension indicate that these policies have become more strict, as have policies on grades awarded by instructors. It is also noted, however, that there is an increased use of nontraditional grades in courses outside the major, that there is a higher percentage of use of unlimited repeating of courses, and an increase in the practice of academic bankruptcy (where grades from a ``bad'' semester are not recorded). There is also an increase in the number of respondents who reported that the highest grade earned for a course is the one used to calculate the grade point average. (PHR)

ED 176 934 RC 011 647

Lynn, James J. Woltz, Dan

Parlier High School. P.A.S.S. Program (Portable Assisted Study Sequence) 1978-79 Year-End Report. An Appraisal of the First Year and Recommended Activities and Strategies of the P.A.S.S. Program Advisory and Review Committee.

Cybernetic Learning Systems, Holister, Calif.

Spons Agency-California State Dept. of Education, Los Angeles.; Parlier Unified School District, Calif.

Pub Date-Jul 79

Note-93p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Bilingual Education, *Correspondence Courses, Credits, Curriculum Development, *Dropout Prevention, *Educational Alternatives, Educational Programs, Extension Education, Graduation Requirements, High School Students, Learning Modules, *Migrant Education, Migrant Youth, Pilot Projects, *Program Evaluation, Secondary Education

Identifiers-*California, PASS Program, *Portable Assisted Study Sequence Program

The Portable Assisted Study Sequence (P.A.S.S.) Program, a pilot high school program designed to support California migrant student graduation through the use of competency based credits and portable learning packets, more than met its goals and objectives in 1978-79. Evaluation was by questionnaire, to which 16% of the surveyed P.A.S.S. students and parents, contact persons, administrators, and Migrant Regional Directors responded. As of June, 1979, 803 students had been served by P.A.S.S.; 60 P.A.S.S. students, earning a mean of 8.38 P.A.S.S. credits, had completed graduation requirements. The most utilized courses included general math, American government, U.S. history, reading, and English. Content and procedures of all Learning Activity Packets had been revised and their translation into a Spanish/English format had begun. Two new courses, instead of the projected ten, had been added. Existing office procedures had been revised. Respondents' attitudes towards P.A.S.S. were very positive and indicated no major program inadequacies. Recommendations included that because program expansion appears necessary and inevitable, P.A.S.S. should formulate new goals and objectives which allow both for expansion and the improvement of procedural and instructional quality; the curriculum should be expanded; and Migrant III (former migrant) students should be eligible for P.A.S.S. Questionnaires and site visitation forms are included. (SB)

Texas Energy Education Framework.

Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-79
Note-26p.; For related document, see ED 166 032
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conceptual Schemes, *Curriculum Development, *Curriculum Guides, *Elementary Secondary Education, Energy, *Energy Conservation, Environmental Education, *Matrices, *Science Education, Technology, Units of Study
Identifiers-Energy Education, *Texas

This guide is designed to assist teachers and educational administrators to infuse energy education into the public school curriculum. The document is divided into blocks of grade levels: K-3, 4-6, 6-8, 9-12. For each grade level, a matrix is presented in which one axis includes such "people" concerns as: (1) consumer concerns; (2) individual well-being; (3) career; (4) recreation; and (5) socio-legal. The other axis of the matrix includes the learning dimensions of: (1) knowledge; (2) application; and (3) values. The approach to energy education is multidisciplinary and an effort is made to relate the basic information to experiences which students have at various stages of public school education. (RE)

ED 177 008 SE 029 124

Stone, Joics

The Engineering Technologist as Viewed by Employers and Educators: An Analytical Survey.

California State Polytechnic Univ., Pomona.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-NSF-CP-2
Pub Date-Jul 75
Note-83p.; Contains light and broken type
Pub Type- Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Careers, *Employer Attitudes, *Engineering Education, Engineers, Science Careers, Science Education, Teacher Attitudes, *Technical Education, *Technical Occupations, *Technology

Described is a study of the technical manpower spectrum. Particularly examined is the information collected from industry concerning how technically-trained people are used. Data on training appropriateness for particular job requirements are also examined. Conclusions are intended to assist educational institutions in formulating policy to better train and educate pre-service engineering technologists. (Author/RE)

ED 177 030 SO 011 863

Lazarus, Barbara B. Knapp-Stump, Jennifer

Love and Work: New Choices for Adulthood.
Pub Date- 78
Note-9p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Culture, Changing Attitudes, Decision Making, *Employment, Employment Opportunities, Family Relationship, *Females, Futures (of Society), Higher Education, Life Style, *Males, *Needs Assessment, Role Conflict, *Sex Role, *Social Change, Socialization, Sociocultural Patterns, Values

The paper examines social changes which influence the lives of all adults, particularly in areas of relationships between men and women and the balance between interpersonal relationships and jobs. The objective is to help college students understand cultural changes which have taken place in American society so that they will be better prepared to enter adult life. The paper is presented in five sections. Section I focuses on sex roles in transition and explains why the balance between homemaking (women's traditional work) and wage earning (men's traditional work) is no longer viable. Section II identifies role conflicts faced by wives who wish to follow professional careers and husbands who wish to share duties in the household and family. Section III describes types of commitments frequently made by adults, including commitments to other individuals, friends, occupations, and children. Section IV poses key questions to ask when setting priorities and making decisions regarding commitments: 1) Is a long term relationship a major priority? 2) How important are friendships? 3) Whose work takes priority? and 4) What priority do children have? The final section suggests how to organize a balance between life choices. Suggestions include talking to people in similar situations, planning systematically, keeping a measured pace, and delegating responsibility. (DB)

ED 176 584 FL 010 714

Celce-Murcia, Marianne

The Effects of a Summertime French Immersion Experience on the English and French Speech of a Bilingual Child.

Pub Date-Jun 77

Note-9p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingualism, Bilingual Students, *Child Language, Code Switching (Language), *English, Error Analysis (Language), *French, *Interference (Language Learning), Language Development, *Language Dominance, Language Maintenance, Language Patterns, Language Research, Language Skills, Language Usage, Preschool Children, Psycholinguistics, Second Language Learning, Speech Communication, Syntax, Vocabulary

This is a report on a child's English and French speech before, during and after a summer vacation in France. The findings are based on recorded samples of her speech in both languages elicited at three times: (1) immediately preceding the trip at age 3 years, 8 months; (2) 2 and 1/2 months later; and (3) again 2 and 1/2 months after her return to the United States. Three types of speech were elicited: vocabulary, structured narrative and free conversation. Before the vacation the child was English dominant; during it, her pronunication became perfectly French but her vocabulary and syntax included a good deal of interference from English. Two and one half months after her return, English was again dominant, but French was still active and much better than before the trip. The taping sessions yielded data on vocabulary production that fall into five major categories: (1) bilingual maintenance; (2) patterns of forgetting; (3) patterns of learning; (4) indications of English dominance; and (5) absent lexical items at all stages in both languages. A summary of the child's narrative and conversation skills in the 3 stages, and samples of English interference in French at the end of stage 2 are provided. The overall picture is one of progress regarding the child's bilingualism. (AMH)

ED 176 604 HE 011 513

Arreola, Raoul A.

Essential Components of a Comprehensive Faculty Evaluation System.

Pub Date-79
Note-27p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Calculation, *College Faculty, *Evaluation Methods, Faculty Development, *Faculty Evaluation, Higher Education, Rating Scales, *Teacher Evaluation, Tenure

In response to an increasing demand for faculty evaluation, focus is on elements of a successful evaluation program. It is suggested that faculty must be consulted in order to arrive at a mutually agreed upon structure, incorporating such areas as which sources should provide the information or data on which the evaluation will be based. Another consideration is the aspect of functional validity how to insure that the instrument will be accepted and used by the faculty or institution. In order to assure that functional validity exists, a faculty role model must be established that the majority of the faculty believes to be an appropriate one for the institution. Among the roles generally established by faculty are advising, teaching, faculty service, research, and professional status. Once functional validity is determined, psychometric validity can be established with accepted measurement and validation techniques. The next step is the development of a procedure to produce a singular index that is readily interpretable and will provide information that can be utilized for promotion, tenure, and merit-pay decisions. In order to allow for individual differences in faculty assignments while still allowing for comparison, a series of steps is outlined. An equation is presented which permits the overall composite rating of a faculty member to be computed in order to arrive at a merit pay increase based on the faculty evaluation procedure. (PHR).

Higher Education in Israel. Statistical Abstract 1977/78.

Council for Higher Education, Jerusalem (Israel).
Pub Date-Apr 79
Note-115p.; For related document see HE 011 662
Available from-Council for Higher Education, Planning and Grants Committee, P.O.B. 4037 12 Hanassi Street, Jerusalem 92 188 Israel
Language-English; Hebrew
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Budgets, *College Students, Definitions, *Degrees (Titles), *Departments, Enrollment Projections, *Enrollment Rate, Facilities, Foreign Countries, *Higher Education, Institutional Characteristics, National Surveys, Predictor Variables, Statistical Analysis, Student Characteristics, Student Loan Programs, Universities
Identifiers-*Israel

Statistical data on seven Israeli universities for 1977-78 are presented in this annual statistical abstract compiled by the Planning and Grants Committee of the Council for Higher Education. Data on students are tabulated according to academic institution, level of degree, field of study, age, sex, and continent of birth. Enrollments and candidates for first-year studies are presented by institution, sex and preferred field of study. Information concerning degree recipients is tabulated by level of degree, year, growth rates, and indexes, institution, and field of study. Budget information by academic year and institution is provided, including: national expenditures, ordinary budgets of institutions, development budgets of institutions, and government participation in development budgets. Physical data for academic institutions are tabulated according to use, period of construction, and institution. Enrollment forecast data for 1976/77-1991/92 based on graduates of matriculation exams in 1970/71 are also tabulated. A description of each variable is provided and data sources are explained. A description of the Students Loan Fund, which provides student loans at low interest rates, is also included. (SF)

ED 176 639 HE 011 693

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions. Fiscal Year 1977. Technical Notes and Detailed Statistical Tables. A Report to the President and Congress.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-79-311
Pub Date- 79
Note-143p.
Available from-National Science Foundation, Washington, D.C. 20550
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Programs, *Engineering Education, *Federal Aid, Federal Government, *Financial Support, Higher Education, Nonprofit Organizations, *Research and Development Centers, *Science Education, Universities

Tables show statistics detailing federal support to universities, colleges, and selected nonprofit institutions for fiscal year (FY) 1977. The figures represent all obligations to institutions of higher education in the U.S. from 14 federal agencies (which represent 95 percent of the total obligations to universities and colleges and 99 percent of the funding for scientific and engineering research and development in the institutions). Trend data for 1971-1977 on an individual institution basis are included. Technical notes are provided that discuss the scope of the survey; the relationship of the study to federal funds for research, development, and other scientific activities; and definitions of the categories. Summary tables describe federal obligations to universities and colleges by type of program and agency (FY 1963-FY 1977) and by agency and type of activity for FY 1977. Tables show the geographic distribution; institutions are ranked by order of amount received, by field of science, by type of control, and by state. Other tables provide information on federal obligations to university-administered federally-funded research and development centers, federal obligations to independent nonprofit research institutions, and federal obligations to federally-funded research and development centers administered by independent nonprofit organizations. (PHR)

ED 176 657 HE 011 757

Duryea, E. D.

Prologue to the American System of Higher Education: Higher Learning in Western Culture. Occasional Paper Number Four.

State Univ. of New York, Buffalo. Dept. of Higher Education.

Pub Date-Jul 79

Note-81p.

Available from-State University of New York, Department of Higher Education, Buffalo, NY

Pub Type- Historical Materials (060) - Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Christianity, Colleges, Cultural Factors, *Educational History, *Educational Theories, *European History, *Higher Education, Land Grant Universities, Religious Factors, Scientific Principles, Small Colleges, Universities, Western Civilization

In a discussion of the development of higher education in America, its European roots are traced to provide a historical perspective to some current issues. The paper examines the Renaissance, the Reformation, and the Enlightenment in relation to the influence that each of these historical periods had on the first colleges and universities in this country. The theological setting for education during the middle ages is examined. The shift to humanistic considerations during the Renaissance is noted as is the swing back to religious origins during the Reformation. The emergence in the eighteenth century (just as American colleges were being established) of a period of interest in the physical world and the work of scientists (i.e., the Enlightenment) is surveyed. Four contributions are identified as distinctive to the American system of higher education: (1) the proliferation of small liberal arts campuses, (2) a commitment to the idea of a college education in terms of a four-year baccalaureate program of studies, (3) the belief that Christian morality is a central responsibility of education and the doctrine of in loco parentis, and (4) autonomy combined with the basis for societal responsiveness. The importance of the Yale Report, the emergence of specialization (including scientific research) and the land grant college movement are discussed. A 100-item bibliography is included. (PHR)

ED 176 734 IR 007 677

Promoting Educational Equity through School Libraries: Equity Activity Book.

Arizona State Univ., Tempe.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-44p.; For related documents, see IR 007 677-683
Available from-edc/weeap Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 (this item $1.00, complete set of materials $4.75. Checks should be made payable to: Education Development Center)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Equal Education, Inservice Programs, *Instructional Materials Centers, Librarians, Library Education, Library Role, *Media Specialists, School Libraries, Sex Differences, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes

The activities suggested in this workbook for participants in a continuing education program for inservice school media specialists are designed to develop the trainee's skills in identifying instances of sexism and sex stereotyping in education, and in promoting sex fairness in the library. Exercises and tests on the first module are concerned with assumptions about the sexes and are intended to test the participant's awareness of sex bias in contemporary American society. Focusing on sexism and sex-role stereotyping in school materials, the second module provides material the student may analyze for gender marking and covert sexist messages. Ability to recognize sex-fair materials is tested in the third, while the fourth stresses the recognition of sex-fair resources for school libraries, especially those sources which may be used to counterbalance the reference collection. In the final module, trainees are asked to plan an inservice workshop for teachers, evaluate equity planning suggestions, and evaluate this training program. (FM)

ED 176 757 IR 007 711

Iyengar, T. K. S.

Developing Countries and Its Information Needs and Supply: A Brief Report of an International Seminar.

Pub Date-Sep 77

Note-7p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session Seminar on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722

Pub Type- Speeches/Meeting Papers (150) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Business Communication, *Developing Nations, Health Education, *Information Dissemination, *Information Systems, *Public Education, Technology Transfer

Identifiers-*Scientific and Technical Information

Brief summaries of the 30 papers presented to the UN/ICSU/COSTED International Seminar on Technical Information Services for Developing Countries,'' held in March 1977 at the Indian Institute of Technology, Madras, are provided in this overview of the session. The report concludes with four recommendations made by seminar participants: (1) the establishment of a technical information service which would create databases in special problem areas of local importance, publish and distribute basic science information, and organize mass media material for immediate use; (2) the organization of regional training courses to train information personnel; (3) the development of infrastructure for a science and technology information network; and (4) initation of software development and manufacture in developing countries. (Author/JEG)

ED 176 802 IR 007 789

Rushby, N. J.

Computer Based Learning in the Soviet Union II. A Report on a Study Visit to Moscow, November-December 1978.

London Univ. (England). Imperial Coll. Computer Centre.

Pub Date-Apr 79

Note-35p.; For related documents, see IR 007 784 and IR 007 827

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, Educational Problems, Education Service Centers, Foreign Countries, *Higher Education, Information Services, Instructional Systems, Programing, Research and Development Centers, *Technical Institutes, Technological Advancement, *Use Studies

Identifiers-CEDAR Project (Imperial College), Computer Software, *USSR

This report examines the state of computer based learning (CBL) in the Soviet Union based upon information gained during a visit to the Moscow Institute of Steel and Alloys, Moscow State University, and the Institute for Problems of Higher Schools. The visit had two aims: to study the political, educational, and technological pressures on CBL in the USSR, and to establish a channel for the continuing exchange of information about CBL between the UK and the Soviet Union. Specific topics examined include teaching programming; the role of statistics and economics in CBL; software philosophy; user support; information systems management; teaching foreign languages, chemistry, and physics; Institute role in innovation; CBL system development; automated dialog and corrective teaching; and information exchange. Nine summary conclusions and recommendations based on the visit are included. (CMV)

Student Guide for Documenting Experiential Learning: Travel Agency Operation.

Coastline Community Coll., Fountain Valley, Calif.
Pub-Date- 79
Note-80p.; For a related document, see JC 790 540
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavioral Objectives, *Business Skills, Community Colleges, *Course Objectives, *Employment Experience, *Experiential Learning, Job Skills, Junior Colleges, Knowledge Level, *Measurement Instruments, Skill Analysis, Tourism, Transportation, Travel
Identifiers-*Travel Agency Operations Education

Coastline Community College has developed a series of guides to assist adults who wish to obtain college credit or advanced standing in evaluating and verifying their non-college learning experiences. This guide lists the competency requirements of four courses within the Travel Agency Operation program: Domestic Air Transportation; International Air Transportation; Surface Transportation and Tour Arranging; and Merchandising, Ticketing, and Sales. The student is asked to measure the knowledges and skills he/she has acquired on the job against specific behavioral objectives of each course. This evaluative process is facilitated by sections of the guide which ask whether the student is competent in each particular knowledge or skill and which provide opportunity for the student to record the basis of his/her competence or his/her ability to verify the competence. Verification is possible through: (1) a personal interview, (2) a job description of an applicable position that was held, (3) standard examination, (4) examples of written evidence, (5) completion of non-credit course or in-service training, (6) an instructor interview with present supervisor, or (7) other means specified by the student. The guide also refers to the concurrent use of a portfolio prepared by the student to identify, describe, and evaluate past learning experiences. (AYC)

ED 176 878 PS 010 897

Hagekull, Berit And Others

Early Individuality: Behavioral Dimensions in One-Year-Olds and Dimensional Stability in Infancy. Uppsala Psychological Reports, No. 252, 1979.

Pub Date-79

Note-21p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, Factor Analysis, Foreign Countries, Identification, *Individual Differences, *Infant Behavior, *Infants, *Personality

Identifiers-*Sweden (Uppsala)

The purpose of the study was to establish dimensions of functioning accounting for interindividual variation in behavior in the later infancy period and to investigate the stability of the dimensional structure during the infancy period. Factor analyses were performed on parent questionnaire data for 357 infants, aged 11 to 15 months. An 8-factor solution was accepted as the best one and cross-validation analyses showed it to be stable. A comparison with a 7-factor solution previously obtained in a group of 3- to 10-month-old infants revealed high similarity in dimensional structure between the two age groups. Apart from an additional eighth factor appearing in the older sample, the same seven dimensions were obtained. These were named Intensity/Activity, Regularity, Approach-Withdrawal, Sensory Sensitivity, Attentiveness, Manageability, and Sensitivity to New Food. The conceptual status of these factors was discussed. (Author/MP)

ED 176 898 PS 010 947

Barnett, Mark A. And Others

Empathy in Young Children: Relationship to Parents' Empathy, Affection, and Emphasis on the Feelings of Others.

Pub Date- 79
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affection, Altruism, Discipline, Emotional Development, *Empathy, Fathers, *Kindergarten Children, Mothers, *Parent Child Relationship, *Parent Influence, Parent Role, Perspective Taking, *Preschool Children, Prosocial Behavior, *Sex Differences, Sex Stereotypes

The ability to empathize, or experience the emotions of another individual, has frequently been suggested as an important factor in the child's moral development and expression of prosocial behaviors. The present investigation sought to explore the relationship between the young child's empathy (as assessed by the Feshbach and Roe measure) and the parents' self-reported empathy, affection, and emphasis on another individual's feelings in discipline and nondiscipline situations. A total of 54 preschool and kindergarten children, 26 boys and 28 girls from two-parent families in a small middle class community in northeastern Kansas, took part in the study. All but two of the children were Caucasian. The age range for the entire sample was 47-77 months, with a mean of 62.54 months. Over 75% of both the mothers (mean age 32.00 years) and fathers (mean age 33.35 years) had had at least two years of college education. No relationship between boys' empathy scores and the parent measures was found. Heightened empathy in 4- to 6-year-old girls was found to be associated with a particular, sex-stereotyped pattern of mother-father empathy in which mothers reported high empathy and fathers reported low empathy. Many of the factors believed to enhance the development of empathy were reported to be more prevalent in the mother's interaction with the child than in the father's. (Author/RH)

ED 176 916 RC 011 609

Wurschmidt, Todd N. Phillips, G. Howard

Teachers' Guide: Rural Crime Prevention Guide for Young People.

Ohio State Univ., Columbus. Cooperative Extension Service.; Ohio State Univ., Columbus. Dept. of Agricultural Economics and Rural Sociology.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Ohio Farm Bureau Federation.; Ohio State Dept. of Economic and Community Development, Columbus.

Pub Date-May 78

Note-126p.; For related documents, see ED 134 354 and RC 011 608

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-American Government (Course), Attitudes, Civics, *Crime, Delinquency, *Delinquency Prevention, *Instructional Materials, Prevention, Rural Areas, *Rural Youth, *Secondary Education, Student Participation, Vandalism

Identifiers-*Ohio

Crimes against property (vandalism, theft, and burglary) committed by teenagers are increasing at an alarming rate in rural America. The content of this manual aims to reverse this pernicious trend by providing rural Ohio secondary students with preventative education which supplements existing civics and government courses. Hopefully, presenting relevant material will command the attention and interest of the teenagers and will motivate individuals towards formulating good attitudes toward crime and its prevention and respect for one another and the law. Topics addressed by the nine session plans are: understanding society's need for laws; the origin and development of law enforcement; who commits rural crime; attitudes and conceptions of crime; the victims of rural crime; the consequences of committing a crime; and individual, family, and community plans for action. Topics are selected to give students knowledge of pertinent information. Parts of the sessions are devoted to discussion of causes; some to suggesting solutions. The manual provides teachers with maximum flexibility, including more material than can be covered in one hour, and encourages instructors to supply individual flavor through addition of personal knowledge and experiences. Illustrations, lesson plans suitable for distribution to students, games, role plays, discussion topics, suggested homework and activity projects, visual aids, and additional reference sources are presented in most session outlines. (NEC)

ED 177 066 SO 012 003

Gordon, Edmund W. And Others
Human Diversity and Pedagogy.
Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-30 Jun 79
Grant-NIE-G-77-0039
Note-729p.
Pub Type- Information Analyses (070)
EDRS Price - MF04/PC30 Plus Postage.
Descriptors-Achievement, Affective Behavior, Cognitive Style, Culture, *Education, Effective Teaching, Elementary Secondary Education, Environment, Equal Education, Ethnicity, Health, *Individual Differences, Individualized Instruction, *Individual Needs, *Interaction, Language, Learning, Motivation, Nutrition, Research Needs, School Role, Sex Differences, Socioeconomic Influences, Socioeconomic Status

The document examines aspects of human diversity and their implications for educational research, design, and management. The objective is to foster and create more effective and equal education by better understanding the relationship between personal attributes and educational environment. The material is presented in 15 chapters. Chapter I discusses teachers' implicit theories of the teaching-learning transaction in relation to person-environment interaction. Chapter II examines the issue of creating environments for learning which are adaptive to individual needs. It suggests six principles for the design and implentation of adaptive school programs. Chapters III through XIII each focus on a personal attribute and its implications for school processes, policies, and research. Topics are socioeconomic status, language, achievement and motivation, sex differentiation, ethnicity, culture, identity, health and nutrition, affective response tendency, cognitive style, and environment. Chapter XIV explores the current role of schools in relation to human diversity, recommending practices, programs, and research which would increase sensitivity to students. Chapter XV summarizes each chapter and the document as a whole. Recurring themes are a concern for setting or situational influences, person-environment interaction and its relation to behavior, the necessity of subjective evidence, and the problem of transcontextual validity. Conclusions are that personal dimensions of diversity must be examined and understood in the context of their interaction, and that most effective development and learning are achieved when diversity variables are in balance. (CK)

ED 176 982 SE 028 906

Harbeck, Mary Blatt, Ed.

Sourcebook for Science Supervisors. 2nd.

National Science Supervisors Association, Washington, D.C.; National Science Teachers Association, Washington, D.C.
Pub Date-76
Note-260p.; Not available in hard copy due to copyright restrictions ; For related document, see ED 017 450
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Stock No. 471-14706; $3.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Education, Elementary Secondary Education, Resource Materials, Science Curriculum, *Science Education, Science Instruction, *Science Programs, *Science Supervision, *Science Teachers, *Teacher Supervision

Written as a follow-up to the first sourcebook published in 1967, this document seeks to address emerging issues in successful science supervision which have become important since 1967. Among the issues addressed are: (1) an increasing emphasis on the evaluation of students and programs; (2) demands for accountability; (3) changing working relationships with teachers and administrators; (4) emphasis on public relations; (5) concerns of safety and liability; and (6) need for flexibility by the science supervisor in the face of rapid change in science education. (Author/RE)

ED 177 110.   SP 014 408

Callaway, Rolland
Teachers' Beliefs Concerning Values and the Functions and Purposes of Schooling.
Pub Date-May 79
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Decision Making, *Educational Philosophy, Educational Research, *Humanistic Education, Humanization, Personal Values, *Teacher Attitudes, *Teacher Role, *Values

Research into the definition and the priority structuring of eight values-oriented elements reveals a variety of differences associated with teacher (and preservice teacher) age, sex, and professional level. A study of 246 graduate and undergraduate students at the University of Wisconsin-Milwaukee education department established significant patterns for the values of affection, enlightenment, power, rectitude, respect, skill, wealth, and well-being. Subjects identify each of these values as either a specific objective of education (purpose) or as an incidental effect of the educative system (function), and ranked the values in terms of perceived importance. Resultant data, compiled in the form of statistical and percentile charts, illustrated the role that the teacher cannot help but play in the transmission and formation of cultural, personal, and social values. (LH)

ED 176 694 HE 011 860

Spaeth, Joe L.
The Determination of Earnings Among College Graduates.
Illinois Univ., Urbana. Survey Research Lab.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Grant-NIE-G-76-0077
Note-85p.; The appendix, Questionnaire Items for Analysis of Earnings, may not reproduce well due to marginal legibility of original
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Affirmative Action, *College Graduates, Comparative Analysis, Degrees (Titles), *Employment, Equal Opportunities (Jobs), Females, Feminism, Higher Education, *Labor Market, Longitudinal Studies, Males, Models, Occupational Choice, Salaries, *Salary Differentials, *Sex Discrimination, Wages, *Working Women
Identifiers-*Employed Women

Differences in levels and determinants of earnings for men and women college graduates are examined. Perspectives from human capital theory, research on the socioeconomic achievement process, and research on segmented labor markets are used to design models of the determination of earnings. Data are taken from the National Opinion Research Center longitudinal survey of college graduates for 1961. Earnings measured in 1962, 1964, and 1968 demonstrate a growth in the earnings gap between men and women over time, with greater earnings for men. A gap of $1,900 in 1964 is attributed to men's greater returns from hours worked, by their likelihood of working for profit-making employers, by the concentration in high-paying occupations, and by their higher 1962 earnings. It is suggested that in 1968 men made more money than women because their 1964 earnings were greater, they were more likely to hold doctorate degrees, they were more likely to work in high-paying professions and management, and placed higher value on making money. The recent rise of the women's movement and the development of affirmative action programs are discussed as having an influence on women's career decisions. Women's entry into traditionally male professions is also noted. It is suggested that the greater supply of full-time women workers today may actually cause the earnings gap to remain rather large. The questionnaire items for analysis of earnings is appended. (Author/SF)

ED 176 712 IR 005 024

Malik, M. F. Murphy, D.

Videophysiology Videopsychology Videoaesthetics.

Pub Date-77

Note-28p.; Not available in paper copy because of poor print quality in the original; For related documents, see IR 005 026 and IR 005 029

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cognitive Processes, Communication (Thought Transfer), Comprehension, *Film Production, *Information Theory, Learning Modalities, *Media Technology, *Perception, Television Curriculum, *Videotape Recordings

Identifiers-*Communication Analysis

This article considers the physiological, psychological, and aesthetical parameters of video on two levels practical and conceptual. Physiological effects and processes are defined as those which occur within a human being when viewing a video event, while videopsychology focuses on how people use the medium of video and the possibilities for self perception that can occur when presented with various forms of video productions. Seven differences in the viewing of video as compared to the perception of photographs, films, or painted pictures are discussed, as well as differences between television and video, the use of alternative methods of videoprogramming, and video psychotherapy. Videoaesthetics is defined as all information impacts of television which create a coincidence between logical, rational, and emotional thinking. It is recommended that video training should include both theory and practice. (JEG)

ED 176 780 IR 007 739

Hales, Celia E.
Energy Information Systems.
Pub Date-20 Aug 79
Note-41p.
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Energy, *Information Systems, *Libraries, Library Role, Library Services, *National Programs, *Policy
Identifiers-Great Britain

This paper examines the need for accurate, reliable data on energy, flowing upward to the national government from various energy-intensive information systems. Part I explores the need for a national policy coordinating this flow within both the United States and, for comparative purposes, Great Britain. Part II presents in outline form the distinctive features of selected energy libraries, and Part III focuses on the Energy Information Service of the University of Texas at Austin to provide a closer look at the role of libraries in performing this needed function. A brief summary commenting on the future of energy information concludes the paper. (Author/JD)

Dennison, John D.

The Community College in Comparative and Historical Perspective: The Development of the College Concept in British Columbia.

Pub Date-79
Note-26p.
Pub Type- Historical Materials (060) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Administration, *College Role, Community Colleges, Comparative Analysis, *Educational History, Educational Philosophy, Educational Problems, Foreign Countries, Futures (of Society), *Institutional Characteristics, *Junior Colleges, Political Issues
Identifiers-*British Columbia

One alternative model for post-compulsory education, the community college, is examined as it developed in British Columbia (BC). Attention is given to the social and historical context in which the community college idea developed, the complex set of circumstances that lead to an unprecedented growth of educational institutions in BC and the reasons for the types of institutions which developed and the form of governing structures for their operation. Certain features are enumerated which characterize the community college concept in BC, including: (1) the college is designed to respond to its local community; (2) it is designed to be a ``democratizing'' force in post-secondary education; (3) the ideal of a comprehensive college curriculum has been a constant challenge to employ in practice; and (4) the college is dedicated to teaching in terms of faculty responsibilities. In an effort to examine the extent to which the colleges have met their objectives, data on the community college system summarized from recent research studies are provided. Finally, the future of the community college is discussed in terms of directions and issues that are already apparent, including rising costs, changing political and curricular priorities, newly legislated ``provincial institutes,'' reduced teacher mobility and increased unionization, and the creation of a community college identity. (AYC)

ED 176 859 PS 010 775

White, Richard, Ed.

ASSIST Program 3: Preschool. Sourcebook for Instructional Associates.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.; Indiana Univ., Bloomington. Developmental Training Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 77
Grant-451AH60379
Note-277p.; For Teacher's Guide, see PS 010 803
Pub Type- Books (010) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Child Development, Civil Rights, *Handicapped Children, Language Development, Motor Development, Paraprofessional School Personnel, Postsecondary Education, *Preschool Children, Preschool Education, Preschool Programs, Social Development, Staff Role, *Teacher Aides, *Teaching Techniques, *Training

This sourcebook contains ASSIST training materials designed to prepare paraprofessionals for their role as teacher aides in classes for handicapped preschool children. The preservice portion of the training program focuses on the special relationships the instructional associate has with the teacher, the preschool, and the child. Chapter I presents information on the responsibilities of instructional associates, with discussion of the role of the teacher aide, relations to other staff, relationships with parents and community, and regulations and procedures. Chapter II presents an overview to preschool programs, including sections on the importance of preschool, advocates for handicapped children, the newly acquired legal rights of handicapped children, different types of preschool programs, different preschool philosophies, and issues related to serving handicapped children. Chapter III looks at developmental skills and how handicaps affect development. The inservice portion of the training program is divided into six instructional units. The first unit on the instructional process sets the foundation for the remaining units. The other five units focus on the major developmental skill areas: motor, language, social, personal autonomy, and pre-academic. Each unit presents basic facts of child development, information on common handicapping conditions that influence the rate of individual growth, and examples of application of the instructional process within its skill area. Self-checking exercises for the paraprofessional are also included in each unit. (JMB)

ED 177 009 SE 029 125

Ives, Quay D.
Laboratory Characteristics in Technical Education.
California State Polytechnic Univ., Pomona.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-NSF-CP-4
Pub Date-Jul 75
Note-67p.; Contains occasional light and broken type
Pub Type- Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Curriculum, *Curriculum Development, Engineering Education, *Facilities, *Laboratories, Laboratory Equipment, Laboratory Procedures, *Laboratory Technology, Science Education, *Technical Education

The research reported is intended to provide a body of information on technical-scientific shop and laboratory education in the field of technological education. The study seeks to address the dearth of organized information on the utilization of laboratories in the technical education context. Various programs involving use of laboratories are explored. (RE)

ED 177 048 SO 011 982

Selecting Children's Books with Multicultural Perspective.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 77
Note-92p.; For related documents, see SO 011 979-983 and SO 012 041; Pages 54-56, Appendices A and B are poor copies and may not be legible from EDRS in paper copy. Page 84 of Appendix A is not available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Blacks, *Childrens Books, Content Analysis, *Cultural Awareness, Elementary Education, Ethnic Stereotypes, *Evaluation Criteria, Guidelines, Illustrations, *Inservice Programs, Minority Groups, *Multicultural Education, Teacher Education, Teacher Workshops
Identifiers-Ethnic Heritage Studies Program Act

This guide, comprised of three lessons, is designed to train teachers to select children's books with a multicultural perspective. The preliminary lesson introduces and describes the learning unit and states the objectives. Objectives are to understand the importance of judging books for their inclusion of minority culture experience based on current research, to understand the importance of including materials relevant to the experience and culture of people of many cultures in all classrooms, and to develop skills in analyzing the illustrations and written content of children's books in terms of the perspective of different cultures. Lesson I presents guidelines, exercises, and worksheets for analyzing illustrations. Cartoons and illustrations are included. In Lesson II participants analyze a child's book for its similarities to and differences from their own personal experiences and from the perspective of a particular culture. The example provided focuses on a black perspective. Teachers read an article, classify the information into cultural group categories, and participate in group discussions about the article. Also, the participant uses an assessment instrument to analyze the written content of children's books. An article, Black Perspective in Books for Children, and an example of a written content analysis of a book are included in appendices. (KC)

ED 177 084 SO 012 032

Seiferth, Berniece B. Samuel, Marie

A Survey of Attitudinal Changes of Student Teachers in Fine Arts.

Pub Date-79
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Art Education, Classroom Environment, Classroom Techniques, Conformity, *Cooperating Teachers, *Educational Attitudes, Higher Education, Interpersonal Competence, Preservice Education, *Student Teachers, *Teacher Attitudes, Teacher Behavior, Teacher Education

Results of a survey to determine the attitudes of student teachers toward 20 educational concepts before and after their student teaching experience are reported. The concepts were divided into three subgroups: attitudes toward interpersonal behaviors, techniques and methods, and classroom structure. Ten student teachers in fine arts as well as ten experienced teachers responded to pre- and posttests. Attitudes of student teachers were compared with those of veteran teachers to ascertain the amount of agreement on educational concepts. In terms of classroom structure, student teachers believed most strongly that their own punctuality and attendance were important. They also believed it was necessary to adhere to general school policy and that teacher and student evaluation of their work was necessary; their views on strict discipline were neutral. In evaluating techniques and methods, student teachers believed most strongly that field trips were valuable, but were neutral about lecturing and using various materials and teaching techniques. In terms of interpersonal behaviors, student teachers agreed that enthusiasm on the part of the teacher, reinforcement of students' artistic attempts, and rapport between students and teachers aided in the teaching of art. Scores of both student and experienced teachers were similar, although the classroom teachers' means on nearly all items were higher than those of student teachers. The conclusion was that perhaps classroom teachers need to discuss more of their attitudes about the importance of educational concepts with their student teachers. (KC)

AIAW Handbook, 1978-1979.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.; Association for Intercollegiate Athletics for Women, Washington, D.C.

Pub Date-78

Note-81p.

Available from-American Alliance for Health, Physical Education, Recreation and Dance, Publication Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($6.00; 10 percent off for 10 or more copies)

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Organization, Athletic Equipment, Athletic Programs, *Governance, Groups, *Womens Athletics

Identifiers-*Amateur Sports

The history, structure, organization, and function of the Association for Intercollegiate Athletics for Women are presented in this handbook. Members of the executive board, the regional representatives, the headquarters staff, and the standing, special, and presidential committees are listed. Bylaws, policies, and regulations are presented, and the appointments of AIAW representatives to other organizations and committees are given. Procedures and schedules for the AIAW-sponsored National Championships are outlined, and the development of local AIAW-affiliated organizations is described. A position paper on intercollegiate athletics for women and copies of the official AIAW television plan, letter of intent, affidavit of eligibility, financial aid form, and injury/illness report form are also included. A list of AIAW and National Association for Girls and Women in Sport publications is appended. (LH)

ED 176 958 SE 028 421

Solar Energy Directory: A Directory of Domestic and International Firms Involved in Solar Energy.

Centerline Co., Phoenix, Ariz.
Pub Date-78
Note-212p.
Available from-Centerline Company, Department 149, 401 South 36th Street, Phoenix, Arizona 85034 ($12.50)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Agencies, *Conservation Education, *Energy, *Energy Conservation, Environmental Education, Fuel Consumption, Government Role, Manufacturing Industry, *Organizations (Groups), *Resource Materials, *Resources, Solar Radiation
Identifiers-*Solar Energy

This directory is intended to provide a link between suppliers of solar energy technology and information and potential users of these products. Included are over 1400 national and international entries. These listings include architects, associations, education sources, wind power technology and information sources, solar research organizations, marketing organizations, and numerous other related topics. (RE)

ED 177 031 SO 011 962

Calhoun, Craig J., Ed. Ianni, Francis A. J., Ed.
The Anthropological Study of Education.
Pub Date-76
Note-127p.
Available from-Aldine Publishing Company, Division of Walter de Gruyter, Inc., 200 Sawmill River Road, Hawthorn, New York 10532 ($30.00)
Pub Type- Books (010) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Bilingual Education, Change Agents, Changing Attitudes, *Comparative Education, Cultural Pluralism, Developing Nations, *Educational Anthropology, *Educational Practice, Elementary Secondary Education, Ethnic Groups, Foreign Countries, Higher Education, Institutional Characteristics, *Language Instruction, *Nonformal Education, Postsecondary Education, Relevance (Education), Research Methodology, *School Organization, Social Development

The book presents 21 essays representative of current international anthropological research in education. The categories of this rather broad range of studies are noninstitutional education, institutional education in society, the organization of educational institutions, and language and education. The two essays in the first section examine forms of social mechanisms for the transmission of knowledge outside of educational institutions. The second and third sections comprise the major portion of the book. Subjects addressed in the second section include the relationship of institutional educat[illegible]n to national development in Cambodia, the structuring of what [illegible] taught in the United States, resistance to Western education in Niger[illegible]d the relationship of anthropology and education to social planning [illegible]hird section focuses on the problem of working out a new rel[illegible]ship between empirical methodology and theory relevant to e[illegible]ional institutions. One essay discusses a comparative study of three American high schools based on the assumption that the school is a completely discrete system, which it is not. Views of members of one ethnic and political group toward educational institutions imposed on them by others, and the role of anthropology in development and change in educational institutions are also considered. The two essays in the final section are concerned with the development of bilingual/bicultural programs for Chicanos and the relationship between the ethnography of communication and the teaching of language. (KC)

From the Sixties to the Eighties. A Statistical Portrait of Canadian Higher Education.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-1 Feb 79
Note-160p.; Originally prepared for the Quinquennial Congress of the Universities of the Commonwealth (12th, Vancouver, British Columbia, Fall 1978)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-College Faculty, College Graduates, *College Students, Degrees (Titles), *Demography, *Enrollment Trends, Females, Geographic Distribution, *Higher Education, Males, National Surveys, Student Characteristics, *Trend Analysis, Universities
Identifiers-*Canada

A statistical review of the development of university education in Canada in the last two decades is presented. The focus is on tracing trends in expenditures, enrollment, and graduation. Introductory chapters deal with all levels of education. Separate chapters examine some socioeconomic characteristics of students, foreign students, characteristics of full-time university teachers and the research support available to them. To put the figures in context, the structure of Canadian education is explained, and the past and future demographic trends are noted. Among findings are that elementary enrollment grew steadily to a peak in 1968 (3.7 million) and will bottom out in the early 80's (at 3 million), that there is a general trend toward professional programs (such as business administration and law), and that there is a change in the relative numbers of male and female graduates (from almost three-quarters male in the early 60's to about 50/50 in 1976-77). Other findings indicate that more than one-third of the students are supported by the Federal Canada Student Loan Plan, that the United States and Hong Kong account for more than 50 percent of the foreign university students, and that the number of bachelor's and professional degrees awarded increased four times during the period under study. A brief bibliography is included. (PHR)

ED 176 676 HE 011 805

Coldeway, Dan O. And Others
AERA Symposium Papers 1979.
American Educational Research Association, Washington, D.C.
Pub Date-May 79
Note-68p.; Not available in paper copy due to marginal legibility of original
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Colleges, Course Evaluation, *Educational Technology, Faculty, Foreign Countries, *Higher Education, *Instructional Design, *Instructional Systems, *Models, Postsecondary Education, Universities
Identifiers-*Athabasca University (Canada), Canada

Five American Educational Research Association symposium papers (1979) are provided. The Program Analysis Phase of Instructional Systems Design: Details of Phase II'' (E. Curtis) describes the program analysis subsystem within the context of a systematic approach to instructional design, and reviews the process of carrying out such an analysis. The Course Analysis Phase of Instructional Systems Design at Athabasca University: Details of Phase III'' (C. Shobe and Dan Coldeway) describes the steps which occur in the course analysis phase (phase III), identifies the personnel responsible for carrying out the steps, and discusses the expected end products and decisions which should follow the analysis. A summary of a model currently being implemented and evaluated for determining the degree of instructional design involvement with faculty members is the focus of a paper by Dan Coldeway. An Evaluation of the Effect of Instructional Systems'' (Dan Coldeway) considers the effects of the application of instructional systems design at Athabasca University. The final paper A Complex Instructional Systems Design Model for Post-Secondary Education'' (Douglas Shale and Dan Coldeway) focuses on Athabasca University as the model and examines problems within the model. (PHR)

ED 176 758 IR 007 712

Amarasinghe, N.

The Development of Library Services in Sri Lanka.

Pub Date-Sep 77

Note-7p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session Seminar on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developing Nations, Library Education, *Library Planning, *Library Programs, *National Libraries

Identifiers-*Ceylon

This report describes the current activities and future priorities of the Ceylon National Library Services Board, which was set up in 1970 for planning and developing library services on a national scale. Among other functions, the board is concerned with establishing the Ceylon National Library, promoting the development of library education and training, and publishing standard works in Sinhala and Tamil. (Author/JEG)

Burnham, Brian McCordick, Irene

A Computer-Based Catalogue Linking the PRECIS Subject Indexing System to School Library Materials: Building a Model for an Ontario-Wide Information Network for School Libraries Using PRECIS: A Developmental Research Project.

York County Board of Education, Aurora (Ontario).
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-Oct 78
Note-48p.; Appendix A may not reproduce due to small print size
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Automatic Indexing, Foreign Countries, Library Automation, Library Networks, Models, *Pilot Projects, *Program Development, Project Training Methods, *School Libraries
Identifiers-*PRECIS

Two versions of this Preserved Context Indexing System (PRECIS)/school library materials project, funded by the Ontario Ministry of Education, are presented: a narrative report and a technical report. Designed for interested readers who are not familiar with information science terminology, the narrative report summarizes the development of this computerized system for producing subject catalogs. The landmark PRECIS implementation at Aurora High School (Canada), other international applications, and catalog form/content development are discussed, leading to lists of immediate and long range objectives. The technical report treats the same topics with a more specific technical account including background, project setup and personnel, the automation process, products of the system, information dissemination, and systems development. Objectives are analyzed and their attainment evaluated, followed by recommendations. A glossary of terms used in the technical report, bibliography, a sample PRECIS printout, and a list of related conferences, workshops, and consultations complete the report. (SW)

ED 176 879 PS 010 899

Larson, Carol S. Greenfield, Patricia Marks

Physical Environment and Child Behavior in Vienna Kindergartens.

Pub Date-Mar 79

Note-20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Behavior, *Behavior Patterns, Building Design, *Classroom Materials, *Complexity Level, Early Childhood Education, Foreign Countries, Kindergarten, *Play, *Preschool Children, *Toys

Identifiers-*Austria (Vienna)

The relationship between play unit complexity and the behavior of 24 normal 3- to 6-year-olds was examined in three Viennese kindergartens. Play units were rated as simple (a unit with one obvious use and no sub-parts or juxtaposition of two essentially different play materials, e.g., puzzles or clay), or super (a complex unit which has three or more play materials juxtaposed, e.g., blocks, cars, and plastic figures combined into one play unit). Results showed that play unit complexity is significantly related to play group size, degree of involvement, and amount of pleasurable affect exhibited in a child's play. Although all three kindergartens were crowded, results suggested that architectural design (i.e., the number of rooms in the kindergarten) affected the incidence of interrupted play. (Author/JMB)

ED 176 899 PS 010 954

Newberger, Carolyn Moore

The Cognitive Structure of Parenthood: The Development of a Descriptive Measure.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.; Danforth Foundation, St. Louis, Mo.; Radcliffe Inst., Cambridge, Mass.
Pub Date-Oct 79
Grant-OCD-CB-141
Note-42p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Abstract Reasoning, Child Abuse, Children, *Comprehension Development, *Developmental Stages, *Measurement Instruments, Neglected Children, Parent Attitudes, *Parent Child Relationship, *Parent Role, *Parents, Validity
Identifiers-*Parental Awareness, *Qualitative Differences

This paper describes the process of constructing a measure of a new construct called Parental Awareness. Parental Awareness (PA) can be thought of as an organized knowledge system with which the parent makes sense out of the child's responses and behavior and formulates policies to guide parental action. A clinical method of data collection, permitting an analysis of the reasoning parents use to arrive at and to justify their beliefs, was employed to examine perspective taking and moral aspects of parental cognition. Eight issues covering a range of parental tasks which were assumed to be usual and critical were identified. At least two questions pertaining to each issue were addressed to 51 parents from a broad cross-section of social and family backgrounds. Four levels of Parental Awareness orientation, which appear to describe qualitative differences in parental reasoning, were found in the parents' replies. The levels were identified as: Egoistic, Conventional, Subjective-Individualistic, and Process or Interactional. Examples of parental reasoning for two issues at each of the four levels are given. The validity of the PA construct is discussed. In conclusion, a study of parents of abused or neglected children is reported. Abusive or neglectful parents scored significantly lower on the measure of Parental Awareness than similar parents in the original sample. (Author/RH)

ED 176 983 SE 028 907

Jenkins, Edward S., Ed.

American Black Scientists and Inventors.

National Science Teachers Association, Washington, D.C.

Pub Date-75

Note-85p.; Not available in hard copy due to copyright restrictions

Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Stock No. 471-14690; $2.50)

Pub Type- Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Education, *Black Employment, *Black History, Black Leadership, Black Role, Blacks, Black Studies, Innovation, *Inventions, Research, Science Education, *Science History, Scientific Personnel, Scientific Research, *Scientists, Technology

Presented are the stories of 12 notable black scientists and inventors. Each individual was selected for scientific and inventive excellence with the added accounts of their excellence as citizens, family men, and humanitarians. (Author/RE)

ED 177 010 SE 029 126

Graves, George R.

System Dynamics Applied to Technical Education Planning.

California State Polytechnic Univ., Pomona.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-NSF-CP-6
Pub Date-Jul 75
Note-92p.; Contains occasional light and broken type
Pub Type- Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Building Systems, College Curriculum, *Engineering Education, Higher Education, Science Education, *Systems Analysis, *Systems Approach, Systems Building, *Systems Concepts, Systems Development, Technical Education

This study applies the methodology of systems dynamics to analyze engineering and engineering technology education systems. A preliminary system analysis is presented relating primary variables and their interaction in the overall system through a series of feedback loops. This is followed by a system structure development and mathematical modeling leading to a computer simulation of the system. (Author/RE)

ED 177 111 SP 014 428

Reese, William M.

Redskin Images. Roy Junior High School.

Pub Date-78

Note-17p.; Not available in hard copy due to marginal reproducibility of original document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Dance, Feedback, Individual Development, Junior High Schools, *Management by Objectives, Metric System, *Needs Assessment, *Program Development, Reading Skills, School Community Programs, *School Improvement, *School Role, Self Concept, Self Esteem, Senior Citizens

The school and self-improvement programs instituted at Roy Junior High School include the development of a self-performance evaluative instrument, the incorporation of a daily 15-minute reading session, the encouragement of dance and movement education through use of visiting professionals, and implementation of a self-esteem improvement mechanism between well-adjusted and less self-confident students. Community involvement occurs through the ``Adopt A Grandparent'' program, as well as through positive teacher-parent contact. A revision of class period structuring and community achievement activities add to the school's nontraditional operation. (LH)

ED 176 585 FL 010 725

Wode, Henning

On the Systematicity of L1 Transfer in L2 Acquisition.

Pub Date-Jun 77
Note-11p.; Paper presented at the Los Angeles Second Language Research Forum (1st, Los Angeles, California, February 11-13, 1977)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Discourse Analysis, English, Error Analysis (Language), German, Interference (Language Learning), *Language Development, Language Patterns, *Language Processing, Language Research, Language Usage, *Learning Processes, Linguistic Theory, *Negative Forms (Language), Neurolinguistics, Psycholinguistics, *Second Language Learning, Sentence Structure, Speech Communication

The main concern of this report [illegible] the nature of the reliance by children on prior native language (L1) knowledge in naturalistic, untutored second language (L2) acquisition. It is suggested that L1 reliance is systematic, in that specific conditions have to be met within the child's L2 development before he or she will, or can, draw on previous L1 knowledge. Therefore reliance on L1 should be predictable within a given developmental sequence. It seems that, in the long run, these predictions may be statable in terms of acquisitional principles in the tradition of Jakobson (1941), Slobin (1973) and Wode (1976). The regularities children follow are those governing language acquisition and determining the structure of developmental sequences. These principles have to be interpreted psychologically and/or neurologically. The main portion of the data, collected daily for six months, came from four German children aged 3 years 11 months to 8 years 11 months. This study concentrates on the acquisition of English negation. (Author/AMH)

Annual Report No. 5. Academic Year 1977/78.
Council for Higher Education, Jerusalem (Israel).
Pub Date-Apr 79
Note-43p.; English translation of Hebrew original; For related document see HE 011 661
Available from-Council for Higher Education, Planning and Grants Committee, P.O.B. 4037, 12 Hanassi Street, Jerusalem 92.188, Israel
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Budgets, College Faculty, Committees, Degrees (Titles), Educational Planning, *Educational Quality, Enrollment Rate, *Foreign Countries, Government Role, Government School Relationship, *Higher Education, International Relations, National Programs, Needs Assessment, *Resource Allocations, Statistical Data, Student Financial Aid
Identifiers-*Israel

The activities of the Planning and Grants Committee of the Council for Higher Education (Israel) are presented in this annual report for 1977-78. The address of the committee chairman emphasizes the need for insuring the essence and quality of Israeli higher education. The report of the Director General summarizes the committee's activities for 1977-78. Foremost on the agenda for 1977-78 were the following issues: determining the ordinary budget, determining the development budget, planning, increased contact with the universities, fostering other contacts, and initiatives for the consolidation and development of the universities. Also discussed in this report are: special allocations for books, journals, and scientific equipment; funds for special purposes; the Committee's relationship with the government, the Knesset, and the Jewish Agency; the committee's library; foreign relations; and subcommittees. Appended are terms of reference of the Planning and Grants Committee, ordinary budget of the universities for 1977-78, development budget of the universities for 1977-78, and data on students and degree recipients. Also appended is a list of committee publications and an organization flow chart. (SF)

ED 176 640 HE 011 697

Brown, Marsha D.

Independent and Interaction Effects of Significant Institutional Variables on the Career Aspirations of College Women.

Pub Date-Apr 79
Note-32p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Aspiration, *Career Choice, Coeducation, College Choice, *College Students, Comparative Statistics, Competition, Educational Research, *Females, Higher Education, *Institutional Characteristics, Longitudinal Studies, Selection, Self Concept, Single Sex Colleges, Socioeconomic Status, *Student Characteristics, Student Motivation

A selected population of 2,430 white, native-born, college freshmen women (under 22 years old) who remained at one institution for four years were studied to determine the effects of institutional and other variables on their career aspirations. Variables selected included background, career plans and self-esteem (after one, four, and five years), and college characteristics (including aspects of prestige, size, public/private, sectarian/nonsectarian, coed/women's, percent of women enrolled, percent of women in faculty, percent of BA's awarded in student's area, career indecision among freshmen, academic competitiveness, and perceived concern of faculty for students). Among conclusions were that women who enter college with BA/MA plans and low achievement are most likely to raise their career plans if they attend highly selective women's colleges; women who enter college with high achievement and high self-esteem but BA/MA career plans are most likely to raise their career plans if they attend women's colleges, highly selective universities, and low selectivity nonsectarian coed colleges. Overall the effects on career plans and self-esteem are negative for large, public institutions with low selectivity, and positive for highly selective nonsectarian women's colleges. Tables with comparative statistics are appended. (Author/PHR)

ED 176 658 HE 011 760

Elfner, Eliot S.

Efficiency, Effectiveness, and Management Information Systems in Higher Education.

Pub Date-Dec 76

Note-17p.; Paper presented at the [illegible]ational Conference of the College and University Systems Exchange (Orlando, Florida, December 1976)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability, College Administration, *Educational Assessment, Educational Research, *Efficiency, *Evaluation Methods, Higher Education, *Management Information Systems, Program Administration, *Program Evaluation

Identifiers-Outcomes

The differentiation between efficiency and effectiveness in evaluating the performance of institutions of higher learning is examined and the role of management information systems in the decision-making processes of such institutions is explored. While efficiency is primarily concerned with cost minimization concepts, effectiveness is concerned with the achievement of organizational goals. Management information systems which gather data and organize them into meaningful, timely flows of information for the decision-making process must consider the characteristics of amount, form, and flow of information, as well as the effectiveness and efficiency criteria of successful decisions. If it is accepted that colleges do in fact have an impact on student outcomes and are concerned with how they contribute to those outcomes, then it is appropriate to consider how data about such outcomes can be included in the information systems used by the colleges in making decisions. The data bases used must include data relevant to the defined student outcome goals and objectives of the institution. Several efforts made to develop data bases that do include information relevant to student outputs are described. A management information system that incorporates student outcomes has been developed which may make it possible for the academic decision-making process, as well as future evaluations and accountability studies, to address directly a more comprehensive group of efficiency and effectiveness criteria. (SC)

ED 176 713 IR 005 028

Malik, M. F.

Projection of National Values into Films and Television Programs.

Pub Date-77

Note-13p.; For related documents, see IR 005 024 and IR 005 029

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Curriculum, *Cultural Factors, Film Production, Higher Education, *Information Theory, *Integrated Curriculum, Media Technology, National Norms, *Program Planning, Television Curriculum

Identifiers-*Communication Analysis

The potential impact of cultural factors on how an audience perceives the content of a film or television program is briefly reviewed as background for this description of courses on national values'' offered in Montreal for film and television-makers. Information patterns identified and labeled as national values'' include (1) historical-hereditary group, where the same or similar expression of events, thoughts, attitudes are shared by a group of people across a certain time, generation, or tribe; (2) ethnographical group, where the similarity of expression is cued to a certain geographical region inhabited by one or several cultures; (3) ethnopolitical group, where the similarity of problems is cued to a certain social or political structure, regime, or tradition; and (4) ethnocultural group, where the expression of craftsmen and artists is mainly created and shared by a certain group of inhabitants. Emotional and rational impacts are discussed in reference to the perception of films and television programs with strong national, cultural emphases. Communication analysis, research, and programming are considered as possible tools for young artists to find out if there is a correspondence between their ideas and the way in which audiences perceive them. (JEG)

ED 176 735 IR 007 678

Tyler, Karen Beyard Nilsen, Alleen Pace

Promoting Educational Equity through School Libraries: Instructor's Guide.

Arizona State Univ., Tempe.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-29p.; For related documents, see IR 007 677-683

Available from-edc/weeap Distribution Center, 38 Chapel Street, Newton, Massachusetts 02160 (this item $0.75, complete set of materials $4.75. Checks should be made payable to: Education Development Center)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Equal Education, Inservice Programs, *Instructional Materials Centers, Librarians, Library Education, *Library Role, *Media Specialists, School Libraries, Sex Differences, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes

This manual for instructors conducting the Promoting Educational Equity through School Libraries'' continuing education program for inservice school media specialists provides suggestions for classroom discussions, as well as answers to and notes on the questions contained in the workbook. The training program is designed to develop the following: (1) ability to describe sexist assumptions and ways in which they are communicated, (2) ability to identify instances of sexism in instructional materials, (3) ability to identify sex-fair materials, (4) ability to describe inadequacies of existing information collections, (5) ability to build sex-fair collections, (6) ability to promote equity through library practices, (7) ability to promote equity through work with pupils, and (8) ability to promote equity through consulting activities with school personnel. Answers to tests and exercises are keyed to the five training modules: assumptions about male and female, sexism and sex-role stereotyping, sex-fair instructional materials, sex-fair library resources, and educational equity in the library. In addition, four immediate program evaluation strategies are given. (FM)

ED 176 781   IR 007 740

Chitayat, Deanna And Others

An Experimental Study of the Effect of Facilitator Services on the Dissemination Process. Case 05-79.

City Univ. of New York, N.Y. Center for Advanced Study in Education.
Spons Agency-New York State Education Dept. Albany, Grants Administration Unit.
Pub Date-Jun 79
Grant-VEA-78-3D-206PS
Note-122p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Counseling Programs, Counseling Services, Educational Counseling, *Educational Strategies, *Formative Evaluation, *Information Dissemination, Methods, *Nontraditional Students, Program Development, Program Planning, *Summative Evaluation, Tables (Data), Womens Education

Nine strategies for the dissemination of information on a pre-admission counseling program for mature women are evaluated for their effectiveness in achieving the implementation of the program at 39 colleges. A description of the program and its informative materials is followed by discussions of the methods of program research design, staff training, program planning, location of services, dissemination strategies, and assignment of participating colleges to the strategies. Descriptions of protocols for staff training sessions, planning sessions, and follow-up planning sessions precede evaluations based on data taken from pre-treatment questionnaires, formative evaluation questionnaires, and two post-treatment questionnaires. In addition to 16 tables, a statement of conclusions, and a bibliography, four appendices are included which contain (1) a list of colleges offered the facilitator services and their personal contacts, (2) the letter offering materials and services, (3) evaluation of the instruments used, and (4) samples of implementation plans. (FM)

ED 176 841 JC 790 582

Morgan, Glen M.
Why Do I Need This Pub Date-20 May 78
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Design, Curriculum Development, Curriculum Problems, Degree Requirements, Faculty Development, *General Education, *Interdisciplinary Approach, Junior Colleges, Junior College Students, Participant Satisfaction, Program Effectiveness, *Relevance (Education), Student Attitudes, Teacher Participation, Technical Education, *Technical Institutes, *Vocational Education

Although general education is supported philosophically by local institutions and by the state and national governments, students in Vocational, Technical, and Adult Education (VTAE) systems often express doubts about the usefulness and relevance of required general education courses. Frequently, conflict between general education instructors and vocational-technical instructors places general education staff of the defensive and isolates them from the rest of the curriculum. General education courses must be located at the planning level of the curriculum so that planners are better able to see the connection between general education concepts and major instructional area philosophy. The vocational-technical and general education staff should work together on correcting and constructing tests, developing and writing various instructional materials, and planning skill fairs and extra-curricular activities in order to improve instruction and communication and to increase regard for the total school concept. General education instructors could find other ways of making their courses more relevant by taking vocational-technical courses and by observing former students on the job. Employers should be reminded that general education produces well-rounded employees, and students should realize that the resources of general education will be needed as leisure time increases. (DD)

ED 176 917 RC 011 618

The Family Farm in California. Final Report of the Small Farm Viability Project.

California State Office of Economic Development, Sacramento. Community Services Administration.

Pub Date-Nov 77

Note-288p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Agribusiness, *Agriculture, Community Services, Delivery Systems, Entry Workers, *Family Role, *Farm Management, Financial Needs, Marketing, Natural Resources, *Needs Assessment, Persistence, *State Action, Technology, Training

Identifiers-*California, *Small Farms, Small Farm Viability Planning Project

Most of California's farms are relatively small, family run operations, and their future has been called into question by current agricultural trends. The Small Farm Viability Planning Project was initiated to identify obstacles to small farm economic viability and make recommendations to the state on policies and actions that might reduce these obstacles. Six task forces investigated technology, finance, training, marketing, community services, and natural resources. Overall, the promotion of family farms can be expected to enrich California life both economically and socially, and creation of increased numbers of viable family farms can be one major means of creating more employment in rural areas. Although training resources for in-school youth (high school through university) are adequate, training resources are extremely limited for out-of-school adults who would like to enter or progress in farming but need instruction in various aspects of farm management. Small farmers are not sufficiently aware of existing marketing outlets available to them, and the marketing task force suggested an information service to help farmers identify brokers who can handle their produce. The finance task force cited the need for financial aid to serve low-equity or beginning farmers. The findings and recommendations of each of the task forces are included along with introductory background material, general policy recommendations, and a discussion of their implications for the state. (DS)

ED 176 935 RC 011 649

Wolfe, Cynthia L. And Others
Migrant Education in Mississippi.
Mississippi Univ., University. Bureau of Educational Research.
Pub Date-Feb 79
Note-21p.; Best copy available
Journal Cit-Research in Education; v11 n2 Feb 1979
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Ancillary Services, Career Awareness, *Computer Oriented Programs, Definitions, Delivery Systems, Elementary Secondary Education, Eligibility, Guidelines, *Migrant Education, Migrant Health Services, Migrants, Migrant Welfare Services, Parental Background, Preschool Programs, *Program Content, *Program Development, *State Programs
Identifiers-*Elementary Secondary Education Act Title I, Migrant Student Record Transfer System, *Mississippi

Since 1966, Mississippi's participation in the National Migrant Education Program (NMEP), funded by Title I of the Elementary and Secondary Education Act, has grown to serve approximately 8,000 eligible students through 20 programs during the 1978-79 school year. This report reviews the organization of the NMEP, emphasizing the definition of migrant families, program goals, evaluation methods, and the Migrant Student Record Transfer System. A portion of the newly developed mathematics basic skills checklist to assist in determination of student proficiency to assure proper academic level placement is illustrated. The state of Mississippi's services to migrant families over the past 12 years is described, including programs to improve the communication skills of migrant children, programs to expand occupational and career horizons of migrant youths, tutorial and remedial programs in reading and mathematics, and preschool programs to provide enrichment, encourage parental involvement, and assess child health, nutrition, and development. Detailed are the guidelines school districts must follow to establish new migrant education programs and methods for identification of all migrant children who are eligible for inclusions in state programs. Future state goals presented include establishment of an instructional materials resource center in Gulfport and local and state inservice training for migrant personnel. (NEC)

ED 176 959 SE 028 429

Basic Weather Facts Study Texts for Students.

Ontario Ministry of the Environment, Toronto.
Pub Date-78
Note-28p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Climatic Factors, *Construction (Process), Earth Science, Educational Equipment, Environment, *Instructional Materials, *Measurement Instruments, *Meteorology, Physical Environment, *Science Equipment, Temperature

This pamphlet offers information to teachers and students concerning basic facts about weather and how to construct simple weather measurement devices. Directions, necessary materials, procedures, and instructions for use are given for four weather predicting instruments: wind vane, rain gauge, barometer, anemometer. Information is provided on weather and radar, weather satellites and radiosonde instruments, weather signs, clouds, lightning, hurricanes, tornadoes, and air pollution. Photographs and drawings accompany the text. (SA)

ED 177 085 SO 012 033

O'Connell, Agnes N.

Is Life-Style Related to Personality, Role Concept, and the Influence of Significant Others?

Pub Date-Apr 79

Note-12p.; Paper presented to the Annual Meeting of the Eastern Psychological Association (15th, Philadelphia, Pennsylvania, April 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Characteristics, Changing Attitudes, *Females, Identification (Psychological), *Life Style, *Personality, Psychological Evaluation, Psychological Patterns, Role Models, *Role Perception, Self Concept, Sex Role, *Social Influences

A study was conducted to examine the relationship between life-style, personality, role concept, and the influence of significant others in married women pursuing traditional, neotraditional, and nontraditional life-styles. Traditional women are defined as those who left paid employment after marriage or the birth of their first child; neotraditional women as those who returned to paid employment after a period of childrearing; and nontraditional women as those who simulataneously combined a career with marriage and childrearing. It was hypothesized that in comparison with traditional women, neotraditional and nontraditional women: 1) are more dominant, ambitious, achievement-oriented, and intellectual; 2) have broader role concepts, and 3) have husbands and parents with more liberal attitudes and life-styles. Inventories used to measure traits of the 87 subjects (all middle-class, college graduates, wives and mothers between the ages of 30 and 58), included the California Psychological Inventory, Inventory of Women's Life-Styles, and Inventory of Women's Role Concept and Attitudes. Statistical analysis of the inventories indicated that there are separate personality patterns, role perceptions, and perceptions of influences of husbands and parents for the three life-styles. The conclusion is that traditional, neotraditional, and nontraditional patterns seem to be compatible with, and reflective of, the life-styles chosen by the women. (DB)

ED 177 137 SP 014 818

Lacrosse. NAGWS Guide, January 1979-January 1981.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport
Pub Date-79
Note-113p.
Available from-AAHPERD Publications Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($2.50)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Guidelines, *Lacrosse, Physical Education, *Womens Athletics

This handbook contains articles on lacrosse as well as the official United States Women's Lacrosse Association rules for the games. (JD)

ED 176 695 HE 011 861

Spaeth, Joe L. Handler, Lynn P.

Job Satisfaction Among College Graduates.

Illinois Univ., Urbana. Survey Research Lab.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Grant-NIE-G-76-0077
Note-58p.; The appendix, Questionnaire Items for Analysis of Job Satisfaction, may not reproouce well due to marginal legibility of original
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Development, *College Graduates, College Majors, Females, Graduate Surveys, Higher Education, *Job Satisfaction, Males, Models, Need Gratification, Occupational Surveys, *Salaries, *Sex Role, Statistical Analysis, Work Environment

Job satisfaction for college graduates is examined in this report that focuses on subjective determinants. It is contended that many objective characteristics, such as education and earnings, have little impact on job satisfaction. Data are taken from the National Opinion Research Center longitudinal survey of college graduates from the class of 1961, which included questions on job satisfaction for 1962 and 1964. Working full-time and being in a job related to one's major were important determinants of 1962 job satisfaction for women. Job satisfaction in 1962 was also an important determinant of women's 1964 job satisfaction. Working for a government agency had only modest negative effects, and earnings had no effects among women. Challenge was the most important determinant of 1964 job satisfaction among women. For 1964 job satisfaction, satisfaction in 1962 was an important determinant for men also. Job-personality match had no effects, but men's ratings of the quality of their undergraduate training in preparing them for their current jobs had modest positive effects. Neither working for a governmental agency nor earnings affected 1964 job satisfaction among men. Ratings of the degree of challenge offered by a job were stron[illegible] determinants of men's 1964 job satisfaction. Difficulties in resea[illegible]hing and measuring job satisfaction are also examined, and the questionnaire items for analysis of job satisfaction are appended. (Author/SF)

ED 176 759 IR 007 713

Shepard, Marietta Daniels

An Inter-American Network for the Transmission of Bibliographic Information: Plans and Progress.

Pub Date-Sep 77

Note-10p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cataloging, *Developing Nations, *Information Needs, *Information Networks, *Library Planning, Library Programs, Technological Advancement, *Technology Transfer

Identifiers-*Latin America

This document summarizes the project of the Organization of American States (OAS) General Secretariat to coordinate its activities in the field of library and information services. In Latin America plans have been made based on cooperative activities and services whereby each library can have access to materials held in all libraries, as well as to cataloging information on new materials. Latin American libraries make use of bibliographic data banks in the United States to accomplish their plans; of special interest to the OAS is the availability of data on books in Spanish and Portuguese. To achieve ``Universal Bibliographic Control'' more attention must be given to standardizing and centralizing cataloging efforts in Latin America, and OAS technical cooperation is offered to member states in the form of experts experienced in creating and maintaining centralized cataloging services. The conclusion is a survey of the component parts of an Inter-American Network, and of the procedures necessary to achieve these goals. (Author/JEG)

ED 176 823 JC 790 530

Lach, Ivan J. And Others

Follow-Up Study of FY1978 Occupational Graduates of the Illinois Public Community Colleges.

Illinois Community Coll. Board, Springfield.

Pub Date-Sep 79

Note-34p.; Tables 1 and 16 may not reproduce well due to small size of type

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, *Educational Benefits, *Employment Patterns, Followup Studies, *Graduate Surveys, Job Placement, Job Satisfaction, *Junior Colleges, Junior College Students, Occupational Aspiration, Participant Satisfaction, Salaries, State Surveys, Student Personnel Services, Vocational Education, *Vocational Followup

Identifiers-*Illinois

A survey of all 1978 occupational program graduates of Illinois Community Colleges was conducted during January and February 1979 to determine: (1) graduate employment status, placement rates, and salaries; (2) job location; (3) job satisfaction; (4) graduates' evaluation of community colleges; (5) degree of graduates' success in achieving occupational goals; and (6) impact of community college attendance upon students. Of the surveyed group, 7,773 graduates (52.6%) responded. The study revealed that library services, instruction, and veterans' services were rated highly. Job placement and career counseling services, on the other hand, received the highest percentage of "poor" and "very poor" ratings. Most respondents indicated that a community college education was helpful in the development of communication skills (92.1%), critical thinking (91.7%), personal relations (87.3%), and life goals and values (87.1%). A high proportion of graduates (74.9%) were employed full-time; another 12.7% were in part-time jobs, 4.9% were looking for work, and 7.5% were unavailable for work. Graduates of two-year programs earned a median salary of $890 per month, while graduates of one-year programs earned $694. Most graduates (63%) found work within their community college district. The study report summarized follow-up data by occupational program area and includes the questionnaire. (JP)

ED 176 860 PS 010 779

Woolley, Persia
The Custody Handbook.
Pub Date-79
Note-350p.
Available from-Summit Books, Simon & Schuster Building, 1230 Avenue of the Americas, New York, New York 10020 ($10.95)
Pub Type- Books (010) - Guides - General (050)
Document Not Available from EDRS.
Descriptors-Changing Attitudes, *Child Welfare, *Court Role, *Divorce, *Emotional Adjustment, Family Environment, *Family Relationship, Fathers, Financial Policy, Mothers, One Parent Family, *Parents
Identifiers-*Child Custody

This guide presents information for divorcing parents on how to design the child-custody arrangement best suited for their own family. A step-by-step program is delineated that shows parents how to decide how to share, how to deal with judges and lawyers once they have decided to share, and how to make equitable financial arrangements. Numerous child custody arrangements are described ranging from moving children from household to household to having the children remain in one home while parents move in and out. The court system and its prevailing attitudes toward child custody are discussed and suggestions for coping with the system are offered. Also included are checklists, sample forms for financial organization, sample custody paragraphs for inclusion in legal documents, guidelines, and clear and precise descriptions of arrangements which divorcing couples have found to work well for them. (JMB)

Chapin, Georganne, Comp. And Others
Annotated List of Some Commercially Available Learning Materials Often Considered for a Bilingual/Multicultural Urban Classroom.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date- 77
Contract-105-76-1164
Note-91p.
Language-English; Spanish
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Bilingual Education, Black Literature, *Childrens Books, *Childrens Literature, *Instructional Materials, Languages, *Multicultural Education, Preschool Education, *Spanish Speaking, Urban Population

This annotated list of materials is intended for use by teaching teams in a bilingual multicultural urban preschool program. The works listed are those currently present in the resource center of the !ALERTA! Bilingual/Multicultural Preschool Curriculum Development Project. The bibliography is divided into four sections: (1) African-American focus, (2) Hispanic focus; (3) urban orientation; and (4) general concept development. Bibliographic information, a brief plot summary and critique, and comments on format, illustrations, language and ethnic focus, relevance for urban children and appropriate age level are offered for each item. Brief cross references, including author, title, and a note on primary focus are provided at the end of each section. The complete document is provided in two forms, one in English and one in Spanish. (Author/SS)

Jones, Sam P. Muffett, Bryan R.

Environmental Education Curriculum Guide, Grades K-12. Revised Edition.

Somerset Board of Education, Ky.
Spons Agency-Kentucky State Dept. of Education, Frankfort. Office of Communication Services.; Office of Education (DHEW), Washington, D.C.
Pub Date-74
Note-210p.
Available from-Kentucky Information Dissemination System, Office of Communication Services, Kentucky Department of Education, Frankfort, KY 40601 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Air Pollution Control, *Conservation Education, Earth Science, *Elementary Secondary Education, Energy Conservation, Environment, *Environmental Education, Fuel Consumption, *Interdisciplinary Approach, *Natural Resources, *Outdoor Education, Pollution, Science Education, Water Pollution Control, Water Resources

This guide contains over 80 class activities covering numerous concepts of environment. The guide is divided into two sections. The first section contains activities applicable to elementary school classes. The second section includes activities useful in high school classes and is subdivided into subject areas targeted by the activity. Each activity throughout the guide includes grade level, concepts, performance objectives, activities, additional resources and references, and an evaluation checklist. (RE)

ED 176 984 SE 028 908

Fowler, Kathryn Mervine

Population: The Human Dilemma. An NSTA Environmental Materials Guide.

National Science Teachers Association, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-77
Grant-G007601968
Note-99p.; Not available in hard copy due to copyright restrictions
Available from-National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009 (Stock No. 471-14714; $3.50)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Annotated Bibliographies, Demography, *Elementary Secondary Education, Environment, *Environmental Education, *Population Education, Population Growth, Publications, *Resource Materials, *Science Education

Presented are annotations on more than 100 popular books selected according to their appropriateness to the interests of classroom teachers and their students. This is designed to facilitate the introduction of contemporary population education topics into the K-12 classroom. Selections are organized both by subject and by reading level, including division into teacher-level readings and readings appropriate for students in grades K-12. (Author/RE)

ED 177 011 SE 029 127

Ward, Barbara

Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-NAEP-09-MA-01

Pub Date-Aug 79

Contract-OEC-0-74-0506

Note-43p.

Available from-National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, Colorado 80295 ($1.75)

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Educational Assessment, *Educational Change, *Educational Research, Elementary School Mathematics, Elementary Secondary Education, Evaluation, *Mathematics Education, *National Competency Tests, National Surveys, Secondary School Mathematics, Testing

Identifiers-Mathematical Assessment

The National Assessment of Educational Progress (NAEP) has completed two surveys of mathematics achievement of 9-, 13-, and 17-year-old students. The first was conducted during the 1972-73 school year and the second five years later, during 1977-78. This report describes changes in students' performance between the assessments. The overall results indicate some decline in mathematics achievement. Changes in performance differed by type of item and by age group. Declines became more apparent for older students. The results for whole number computation were generally satisfactory; however, results for problem solving were generally low and had declined. The assessment indicated a significant decline on mathematics understanding items only for 17-year-olds, while all three age groups declined on mathematics applications items. A panel chosen to intepret the results warned against placing too much emphasis on overall results and stated that changes for population groups or specific item types provide more meaningful information. The panel made seven recommendations for school mathematics. (MK)

Tanaka, Masako N.
Setting Up the Multicultural Classroom.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 77
Note-74p.; For related documents, see SO 011 979-982 and SO 012 041; Not available in paper copy from EDRS due to light and broken print type of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Change Strategies, *Classroom Arrangement, *Classroom Design, Classroom Environment, Elementary Education, Evaluation Criteria, Evaluation Methods, *Inservice Programs, *Learning Laboratories, *Multicultural Education, Multipurpose Classrooms, Resource Centers, Teacher Education, Teacher Workshops
Identifiers-Ethnic Heritage Studies Program Act

This guide, presented in four chapters, provides activities to train teachers to set up a multicultural classroom. In Section I the activity acquaints the participant with six types of classroom areas: private area, individual free-work area with seating, learning center with surfaces for sitting work, learning centers without surfaces for sitting work, general classroom activity area, and large-group free area. Detailed characteristics of these areas are provided. A classroom is observed and evaluated on the basis of whether it has at least one of the primary areas. Recommendations for changes are listed. The activity in Section II acquaints the participant more thoroughly with the characteristics of learning centers. Centers in classrooms are evaluated on the basis of 12 variables: working facilities, size, physical boundaries, visual boundaries, isolation from through traffic, where materials are stored, how materials are stored, visual evidence of materials, physical availability of materials, function of center, relation of materials to function, and evidence of child products. Activities in Section III involve imaginary case studies. Each case study presents a statement by the fictitious teachers that describes the activity they want to set up, an illustration of what was done, a list of questions for the participant, and answers to the questions. The final section focuses on planning for change in the classroom environment. Evaluation forms for activities are included. (KC)

ED 177 067 SO 012 004

Graves, Norman J.

Curriculum Planning in Geography.

Heinemann Educational Books, Ltd., London (England).
Pub Date-79
Note-180p.; For a related document, see ED 148 650
Available from-Heinemann Educational Books Inc., 4 Front Street, Exeter, New Hampshire 03833 ($10.50 paper bound, $29.95 cloth edition)
Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Comparative Education, *Curriculum Design, *Curriculum Planning, Educational Objectives, Elementary Secondary Education, Evaluation Methods, *Geographic Concepts, *Geography, Geography Instruction, Lesson Plans, Social Studies Units

To develop geography curricula, elementary and secondary school classroom teachers must understand curriculum theory as well as geography subject matter content. Awareness of these two areas helps teachers decide what students should learn, how they can learn the selected material, and how student achievement can be evaluated. Teachers will improve their abilities to construct curricula if they refer to curriculum models. Process models (which describe teaching/learning activities) and objectives models (which identify desired cognitive and/or affective outcomes) are particularly useful in developing geography curricula. Also, in selecting the content of a geography curriculum, teachers must consider factors such as concepts, principles, and skills which are worth teaching; kinds of examples which may be used to illustrate them; individual student needs; length of the course; time available; and available resources such as curriculum development agencies, published materials, audiovisual aids, and community expertise. Sample curricula are presented for junior high and high school. Although most illustrative examples and bibliographic references are British, the basic concepts, topics, and suggested procedures are relevant to a wider audience. (DB)

ED 177 112 SP 014 525

Rissel, Dorothy
Videotaping Classes.
Pub Date-Feb 78
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Observation Techniques, *Interaction Process Analysis, Teacher Behavior, *Teacher Education, *Teaching Techniques, *Videotape Recordings

Techniques for using video tape for teacher observation are described. A form was devised for teachers to use as they observed replaying of tapes of their performance in an actual class situation. The form was divided into three charts. The first chart enabled the teachers to note teacher talk, student talk, and moments of silence or confusion. The second part of the form was used to analyze aspects of direct and indirect verbal behavior. The third part of the analysis was aimed at determining the amount of attention each student in the class received. Samples of the forms are included in this report. (JD)

ED 176 677 HE 011 806

Eddy, Margot Sanders

Recycling Academic Calendars. AAHE-ERIC/Higher Education Research Currents, October 1979.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Note-5p.
Available from-Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, College Faculty, College Students, Comparative Analysis, Cost Effectiveness, Educational Improvement, Extended School Year, Higher Education, Institutional Characteristics, Program Length, Quarter System, *Scheduling, *School Calendars, School Schedules, *Semester Division, *Trimester Schedules, Year Round Schools
Identifiers-Information Analysis Products

The experiences of a variety of postsecondary institutions using different academic calendar options are examined. Several calendar options are described: the traditional semester, the early semester, 4-1-4, the quarter system, the trimester plan, composite plans, and year-round plans. The traditional semester calendar begins in mid-September and has one semester running until late January and another from late January through early June. In the early semester calendar the first semester runs from late August through mid- to late December, and the second semester continues from mid-January to late May. The quarter system is comprised of four 12-week sessions. The trimester system uses a calendar of three 16-week sessions. The 4-1-4 schedule consists of three sessions: 16 weeks, four weeks, and 16 weeks. Year-round institutional calendars are characterized by continuous operation. The various types of institutions that use each of these plans, and advantages and disadvantages of each plan are discussed. It is suggested that the academic calendar has become an important element in faculty affairs and collective bargaining. The need for a thorough analysis of academic calendar use in postsecondary education is emphasized as a key to successful use of scheduling and good academic management. (Author/SF)

ED 176 804 IR 007 826

Rushby, N. J.

Computer Based Learning in Europe: A Bibliography.

London Univ. (England). Imperial Coll. Computer Centre.

Pub Date-Jan 78

Note-18p.; For a related document, see IR 007 784

Language-English; Dutch; German; Italian; French

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Computer Managed Instruction, Foreign Countries, Instructional Design, Models, Programed Instruction, Program Evaluation, Programing Languages, Rural Education, Simulation, Teaching Machines

Identifiers-CEDAR Project (Imperial College), *Europe, *USSR

This bibliography lists 172 references to papers on computer assisted learning (CAL) in European countries including the Soviet Union, Germany, Holland, Sweden, Yugoslavia, Austria, and Italy. The references which deal with such topics as teacher training, simulation, rural education, model construction, program evaluation, computer managed instruction, instructional sequencing, and computer graphics, have been extracted from the computer based general CAL bibliography maintained by the CEDAR Project. (Author/CMV)

ED 177 032 SO 011 966

Project Pet: Preserving Ethnic Traditions through Delaware High School Student Research.

Delaware State Dept. of Public Instruction, Dover.
Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date-78
Note-127p.; For related document, see SO 011 967; Photographs may not reproduce clearly in paper copy from EDRS
Pub Type- Guides - Classroom - Learner (051) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Community Involvement, *Cultural Awareness, *Cultural Differences, Educational Objectives, Ethnicity, *Ethnic Studies, Higher Education, Inservice Teacher Education, Local History, *Multicultural Education, *Primary Sources, *Projects, Research, Secondary Education, Social Environment, Social History, Social Studies, Sociocultural Patterns, Student Participation, Teacher Education, Values
Identifiers-Ethnic Heritage Studies Program Act

The final product of an ethnic heritage studies project entitled Preserving Ethnic Traditions (PET), the document presents photographs and transcriptions of interviews by high school students with members of various ethnic groups. Carried out by 50 high school students from seven Delaware school districts, the interviews focus on values, cuisine, customs, dress styles, traditions, and artifacts among Slavic Americans, Amish, Pakistanis, Ukranian Americans, American Indians, Italian Americans, Afro-Americans, and Hispanics. Information includes recipes for native dishes, instructions for arts and crafts projects, and ways of expressing native hospitality. The interviews are organized into sections by ethnic group and by participating schools. For each section, information is presented on a project overview by interview teams, background of the ethnic group in the country of origin and in America, case studies of several ethnic group members, evaluation of the learning experience derived from participation in the PET project, and recommendations for program improvement. The document concludes with instructional materials developed for a PET orientation/training workshop, a directory of PET resource contacts, and background information on a project dealing with Indian culture in the eastern United States. (DB)

ED 177 138 SP 014 821

Hypes, Jeannette, Ed.

Discover Dance: Teaching Modern Dance in Secondary Schools.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date-78

Note-79p.

Available from-AAHPERD Publication Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($6.50)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Dance, *Fine Arts, *Movement Education, Secondary Education, *Self Expression

Ideas, activities, and guidelines are presented for the teacher of dance at the secondary level. A variety of basic movements are presented as well as more complex interrelated moves for dance groups. Suggestions are given for production and performance of dance programs. Resources for the teacher (films, books, records) are listed. (JD)

ED 176 586 FL 010 737

Schiffrin, Deborah

A Quantitative Analysis of the Historical Present Tense in Narrative.

Pub Date-78

Note-14p.; Paper presented at the meeting of the Linguistic Society of America (Boston, Massachusetts, December 28, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Connected Discourse, *Discourse Analysis, Grammar, *Language Patterns, Language Research, Language Styles, *Language Usage, Language Variation, *Narration, Sentences, Sociolinguistics, *Syntax, *Verbs

Identifiers-*Tense (Verbs)

This paper presents the results of a quantitative analysis of the historical present tense (HP) in English. The tokens of HP in narrative clauses, such as ``he's smiling, an' he picks up the card,'' are referentially equivalent to their past tense alternants in the phrases, ``he was smiling an' he picked up the card.'' Previous analysis of HP view it as an expressive and subjective device; for example, it is argued that the HP/past tense alternation marks important transitions between narrative events. It is also said to have social correlates, for example, social class and speaker-hearer intimacy. A variable rule analysis of data from narratives told by Philadelphians in sociolinguistic interviews provides empirical support for some of the suggestions of earlier analyses. It also shows that various grammatical and expressive constructions, which integrate the clause into the temporal frame of the narrative and thus avoid ambiguity in time reference, have a positive effect. The implications of the results for the study of narrative and discourse are noted. (Author/AMH)

von Zur-Muehlen, Max

1978-79 Enrollment Trends at Canadian Universities.

Pub Date-21 Feb 79
Note-23p.; Prepared for the Colloquium on Data Needs for Higher Education in the Eighties'' (March 26, 1979)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Colleges, *Declining Enrollment, Educational Demand, Enrollment Influences, *Enrollment Trends, *Foreign Countries, Graduate Study, *Higher Education, School Demography, Trend Analysis, Universities
Identifiers-*Canada

Recognizing the recent decrease in full-time enrollment in Canadian universities, this report focuses on aspects of the decline. It is noted that the decline has been almost exclusively in the fields of arts and sciences, with enrollment in professional programs (except education) growing. After a brief review of enrollment trends in the past two decades, it is noted that enrollment fell an estimated 3.5 percent over the previous year. Enrollment trends vary by province, but only in Quebec did enrollment rise in 1977-78; trends also vary by university with increases of 3.2 percent at one Ontario college and decreases of up to 7 percent elsewhere in the province. Graduate student enrollment was also down from previous years. Among reasons suggested for the downward trend are uncertain employment opportunities, with many graduates finding themselves having to take semi-skilled jobs. Also cited is a shift from university training to career oriented non-university programs; some students who obtain adequate summer employment choose to remain in their jobs rather than return to school. Education trends in the U.S. have paralleled the Canadian enrollment decline (with only women's enrollment increasing). Extensive tables detailing the trends are included. (PHR)

ED 176 714 IR 005 029

Malik, M. F.

Communication Analysis of Information Complexes.

Pub Date-77

Note-16p.; For related documents, see IR 005 024 and IR 005 028

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-City Planning, *Communication (Thought Transfer), Comprehension, Exhibits, *Film Production, *Information Theory, Learning Modalities, Museums, Perception, *Receptive Language, Research Methodology, *Space Orientation, Stereopsis

Identifiers-*Communication Analysis

Communication analysis is a tool for perceptual assessment of existing or projected information complexes, i.e., an established reality perceived by one or many humans. An information complex could be of a physical nature, such as a building, landscape, city street; or of a pure informational nature, such as a film, television program, photographic picture, painting, or sculpture. Analysis takes into account the physical, formal, and behavioral properties of the information complex, and searches for scientific data to determine its information impact. References are made to the exhibition and display design field, production of films and television programs, and urban planning with the use of the communication analysis method. (Author/JEG)

ED 176 782 IR 007 741

Phillips, Clifford R.

Formats Used in the Library Multimedia Union Catalog.

Inglewood Public Library, Calif.
Pub Date-79
Note-63p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Audiovisual Aids, *Cataloging, Catalogs, Librarians, *Library Collections, *Library Materials, *Methods, Public Libraries, *Union Catalogs
Identifiers-*California

Designed to outline and illustrate, through the use of a card catalog or computer produced catalog, the various formats used to describe the collection of the Inglewood Public Library, this report details a nonautomated approach representative of those commonly used in libraries prior to the use of data processing applications. The goal of providing optimum bibliographic access to the library's collection resulted in the expansion of the adult card catalog into a multimedia union catalog. Grouped according to their similarities, the various media are covered in seven chapters: (1) printed materials, including books, periodicals, pamphlets, catalogs, directories, service collections and sewing patterns for both children and adults; (2) pictorial materials, including art reproductions, pictures, posters, and study prints; (3) films, filmstrips, and slides; (4) adult and children's sound recordings; (5) adult and children's kits; (6) children's games; and (7) computer produced catalogs, including test, film, large print, and periodicals catalogs. Plans and projects relating to format for the fiction catalog, the reference catalog, and young adult books are described, and a bibliography is provided. (Author/FM)

ED 176 842 JC 790 587

Doty, Charles R.

How to Recognize a Quality Technical Education Program.

Pub Date- Mar 79

Note-33p.; Paper presented at the Convention of the American Technical Association (Los Angeles, California, March 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Quality, *Evaluation Criteria, *Evaluation Methods, Institutional Research, Junior Colleges, Participant Satisfaction, *Program Effectiveness, *Program Evaluation, Research Problems, Technical Education, Technical Institutes, *Vocational Education, Vocational Followup

Criteria for the evaluation of quality technical educational programs must be identified if follow-up studies are to be effective. Current research shows that problems in the development of such criteria include the tendency to evaluate programs on the basis of organizational structure rather than on the quality of the instructional program itself; the substitution of process for product; the notion that evaluations of quality are elitist and racist; and the desire to revert to educational values of the past. Studies revealing the scarcity of substantive evaluations and the inadequacy of the factors that are currently studied for assessing the effectiveness of vocational education also underscore the need for better evaluation procedures. Evaluation effectiveness could be heightened by the use of a matrix on which are identified: (1) populations which have expectations of certain programs; (2) the immediate goals (i.e., those that apply during enrollment) and the ultimate goals (i.e., post-graduation expectations) for the populations; (3) the current process of goal attainment; and (4) the criteria for judging the success of that process in actually meeting desired goals. The evaluation must then be professionally assessed and educational auditing procedures should be considered. The report included an illustration of the matrix and a description of its use, as well as a bibliography. (JP)

ED 176 900 PS 010 956

Matthews, Robert J. Matthews, Wendy Schempp

A Paradigm Case Approach to the Study of Fantasy.

Pub Date-Mar 79
Note-12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Concept Formation, *Definitions, *Fundamental Concepts, Philosophy, *Reliability, Research Design, *Research Methodology, Research Problems, Research Tools, *Scientific Concepts, Scientific Methodology, Scientific Research, Videotape Recordings
Identifiers-*Inter Rater Agreement, Logical Positivism, Operational Definitions, Paradigm Cases, Prototypes

This paper argues that if researchers studying a recognized category of behavior, such as fantasy play or aggression, were to focus on prototypical instances of the behavior, there should be high inter-researcher agreement of just the sort that operational definitions were intended to secure. A study of fantasy play was conducted using a paradigm case approach which focused on prototypical instances of fantasy play. The spontaneous interaction of pairs of young children was videotaped for a total of nearly 24 hours. Ninety paradigm cases (prototypical instances) of fantasy play were identified in the recorded interaction. The inter-observer reliability of the identification was tested. Phi coefficients were computed to compare each of four naive observers' judgments as to which portions of eight randomly selected film segments showed play pairs engaged in prototypical fantasy play. The average coefficient was .89, with a range of .84 to .94. It is concluded that the paradigm case approach secures high inter-researcher agreement without incurring a risk of experimental bias posed by the a priori construction of an operational definition of the phenomenon under study. (Author/RH)

RC

ED 176 918 RC 011 626

Horejsi, Charles R.

The Delivery of Services to Mentally Retarded Persons Living in Rural Areas: Context, Problems and Issues.

Spons Agency-National Inst. on Mental Retardation, Toronto (Ontario).; Saskatchewan Association for the Mentally Retarded, Saskatoon.

Pub Date-Nov 78

Note-21p.; Paper presented at the workshop on Service Delivery Models for Rural and Isolated Regions (Saskatoon, Saskatchewan, November 27-29, 1978)

Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Attitudes, *Community Characteristics, Community Programs, Community Resources, Community Support, *Delivery Systems, *Human Services, *Mental Retardation, Professional Personnel, Professional Recognition, Program Coordination, *Program Development, Reservations (Indian), *Rural Areas, Rural Development, Rural Economics, Rural Population, Rural Urban Differences

Strategies and techniques for developing community-based programs for mentally retarded persons in rural areas must take into consideration local circumstances, resources, and characteristics. Rural norms such as overt racial segregation, social conformity, the importance of church, and the stigma of obtaining human services for personal problems must be understood and accepted. Professional programs must win approval of, and work in accordance with, informal or ``natural services systems'' which often provide services for which there are no formal organizations. Complicated community dynamics make the selection of local staff for rural service organizations a complex problem. Regionalized programs are more easily coordinated and more economically feasible in rural areas (where a ``unit'' of service costs four times more than in urban areas), but rural parochialism makes acceptance, creation, and maintenance of such programs difficult. ``Purchase of Service'' contracts are an attractive alternative for providing human services in rural areas if some service organizations exist. Service professionals in rural areas face special problems of professional isolation, broadly generalized skills and knowledge, and community acceptance based on other than professional considerations. Programs and services designed for urban areas must not be exported to rural areas. (SB)

ED 176 936 RC 011 650

Ramirez, Jane Leal, Comp.
Migrant Scholarship Program State of Michigan.
Michigan Economics for Human Development, Grand Ledge.
Pub Date-Jun 79
Note-45p.
Pub Type- Guides - General (050) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Admission, Community Colleges, Definitions, Educational Opportunities, Eligibility, *Higher Education, Junior Colleges, Migrant Education, *Migrants, *Postsecondary Education, *Scholarships, Student Application, Student Employment, *Student Financial Aid, Student Loan Programs, Tuition Grants, *Vocational Education, Vocational Schools
Identifiers-*Michigan

Two financial aid programs sponsored by Michigan Economics for Human Development (MEHD) to benefit migrant and seasonal agricultural workers and their dependents are described in this guide: (1) the Migrant Scholarship Program, for degree programs at participating Michigan colleges and universities, and (2) the Less-Than-Classroom Program, for non-degree, vocational programs at colleges and private occupational schools. The programs' purpose, eligibility criteria, application process, and selection criteria are described. Eligibility criteria are migrant and seasonal farmworker status, high school diploma or equivalent, and U.S. citizenship or permanent visa. Selection is based on the migrant student's potential to successfully pursue a given course of study, on motivation, financial need, and career choice. The guide also provides general information about financial aid packages (scholarships, loans, grants, and student employment) to supplement the MEHD migrant aid which is limited to $1000 each year for two years. Fifteen Michigan colleges participating in the migrant educational opportunities program are listed with information about admission and financial aid requirements, housing, Chicano and migrant student organizations, special student services, and noteworthy courses of study. Application forms and a glossary of terms and acronyms are included. (JH)

ED 176 985 SE 028 911

Fey, James T. And Others

Undergraduate Mathematical Sciences in Universities, Four-Year Colleges, and Two-Year Colleges, 1975-76. Conference Board of the Mathematical Sciences, Report of the Survey Committee, Volume V.

Conference Board of the Mathematical Sciences, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Grant-SED75-21832
Note-161p.; Contains occasional small, light and broken type in Appendices
Available from-Conference Board of the Mathematical Sciences, 832 Joseph Henry Building, 2100 Pennsylvania Avenue, N.W., Washington, D.C. 20037 ($4.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Bachelors Degrees, *College Faculty, College Majors, *College Mathematics, Educational Research, Enrollment Trends, *Higher Education, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Surveys, *Undergraduate Study, Universities

This volume is a repetition, with some modifications, of two earlier surveys conducted by the College Board of the Mathematical Sciences in 1965 and 1970. All of these surveys have sought to gain information on curricular trends by collecting data on enrollments in undergraduate mathematical science courses. Data have been presented on number, qualifications distribution, age, race, and sex of mathematical science faculty. (Author/MK)

ED 176 641 HE 011 719

Hazlett, J. Stephen

A Symbolic Approach to What Curriculum Professors Do.

Pub Date-79

Note-16p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Curriculum, *College Faculty, *Curriculum Design, Curriculum Development, Higher Education, Relevance (Education), Symbolic Language, *Symbolism

The characteristics, responsibilities, and functions of curriculum professors are examined using a symbolic approach. Education is an area of endeavor representing a high level of symbolic activity, and insofar as curriculum centers on what is or should be taught in the schools and how it should be treated, curriculum workers occupy symbolically strategic ground. Their activities and actions are informed by changing public sentiment and, conversely, the significance of what they say and do is in part determined by public response. Many documents in the field of curriculum are very much period pieces that assumed vitality and meaning due to the emotional climate of the time in which they were written. Educational innovations rise and fall in response to the hope for concrete results, rather than on the basis of their objective merits or demonstration of results. Curriculum professors have a symbolic obligation to keep faith in the cause of popular instruction alive and to champion the ideas of innovation, change, and reform in education. Curriculum issues can be abandoned without intellectual resolution since they respond to the psychological environment, and what is important is whether their treatment furthers emotional ends. The frequently emotive character of curriculum language is symbolically important, since it reduces the need for careful thought and its oversimplification lessens ambiguity. Symbolic discourse is intended to express what people wish to believe, notwithstanding the facts and rational impediments. (SC)

ED 176 736 IR 007 679

Nilsen, Alleen Pace Tyler, Karen Beyard

Promoting Educational Equity through School Libraries. Introduction and Module 1: Assumptions about Male'' and Female.''

Arizona State Univ., Tempe.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-28p.; For related documents, see IR 007 677-683

Available from-edc/weeap Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 (this item $0.50, complete set of materials $4.75. Checks should be made payable to: Education Development Center)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Equal Education, Inservice Programs, *Instructional Materials Centers, Librarians, Library Role, *Media Specialists, School Libraries, *Sex Differences, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes

Traditional ideas about differences between men and women are examined in this introductory learning module in a continuing education program for inservice school media specialists. The librarian's and media specialist's awareness of how false beliefs regarding sex roles are manifested is intended to provide background useful in the evaluation, selection, and acquisition of library materials that will promote sex fairness in their institutions. Based on the premise that unfair, inaccurate assumptions are unconsciously communicated through society's differing treatments of men and women, as well as through the repetition of images which define these treatments, the material addresses four major areas: (1) differences between males and females which are determined by sex, (2) ideas about maleness and femaleness which are inferred from sex-determined differences, (3) why such ideas are unfair to both sexes, and (4) ways in which such ideas are communicated. Six specific assumptions based on innate sex differences are stated, along with illustrations of how each is expressed through the media, how behavior is shaped to support the assumption, and reasons why the assumption is unfair or untrue. Tests and exercises to accompany this module are included in a separate activity book. (FM)

ED 177 113 SP 014 543

Locke, Lawrence F.

Supervision, Schools, and Student Teaching: Why Things Stay the Same.

Pub Date-15 Mar 79

Note-26p.; Paper presented at the American Academy of Physical Education (New Orleans, Louisiana, March 15, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cooperating Teachers, Educational Needs, Effective Teaching, Practicum Supervision, *Program Evaluation, *Program Improvement, Student Teacher Relationship, *Student Teaching, *Supervisory Methods, *Teacher Education

A review of the literature regarding the tradition of the student teaching practicum and significant criticisms of student teacher supervisors and supervisory programs are presented. Particular attention is paid to the state of the art in physical education teacher preparation. Core problems in practicum design and operation are addressed, and suggestions are made for a student teacher-oriented program. Elements of the suggested method are outlined in detail, and the purpose of teacher supervision is redefined. (LH)

ED 177 139 SP 014 822

Gensemer, Robert E.
Movement Education: Developments in Classroom Instruction.
National Education Association, Washington, D.C.
Pub Date-79
Note-82p.

Available from-NEA Distribution Center, The Academic Building, West Haven, CT 06516 ($4.25)

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Athletics, Elementary Secondary Education, *Humanistic Education, *Instructional Innovation, Motor Development, *Movement Education, Physical Education, Physiology, *Problem Solving, *Psychomotor Skills, Skill Development, *Teaching Methods

The concept of mind-body integration is applied to motor learning through the use of a problem-solving approach. Emphasis is on the inherent unity of cognitive and motor ability. Suggestions are given for learning exercises designed to encourage the total mental and physical growth of elementary and secondary school children. The material may also be used in a college-level education methods course. Examples are given of specific lessons, many of which require no special equipment, and samples of teacher-student dialogue are used to illustrate the teaching approach appropriate to the theory. (LH)

ED 176 624 HE 011 663

Woodruff, A. M.

1980-1995: The Threat to Higher Education: Special Reference to Connecticut.

Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-May 79
Note-102p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cost Effectiveness, Credit (Finance), Declining Enrollment, Educational Finance, Educational History, Educational Problems, Enrollment Rate, Federal Aid, Federal Programs, Financial Needs, *Financial Problems, Fiscal Capacity, *Futures (of Society), *Government School Relationship, Grants, *Higher Education, Income, Inflation (Economics), Loan Repayment, Private Colleges, *Retrenchment, State Colleges, State Programs
Identifiers-*Connecticut

Higher education in the State of Connecticut is examined in light of the problems created during a time of retrenchment. Centered on the thought that the state's educational institutions have over-expanded, this report studies the historical background and financial arrangements of Connecticut higher education and offers recommendations for dealing with the current and future financial crises. The history of Connecticut institutions is traced from 1945, noting large enrollment increases and facility expansions for both the public and private sector. The various methods higher education institutions have used to borrow money are examined including: demand loans, mortgages, federal funding, state funding, and collegiate bonds. Specific problems for the state's higher education institutions that are discussed include declining enrollments, competition between the independent and public schools, internal problems, inflation, and delayed retirement. Information on the relative solvency of the Connecticut schools and methods for handling delinquent loans are also provided. Recommendations are made for federal and institutional policies to help the schools survive the coming years. (SF)

Elfner, Eliot S.

The Use of Student Outcomes in Resource Allocation Decisions.

Pub Date-Aug 78
Note-30p.; Paper presented at the Annual International Convention of the Society for College and University Planning (13th, Hollywood, Florida, August 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability, *College Administration, College Role, Conceptual Schemes, Educational Assessment, Educational Research, *Evaluation Methods, Higher Education, *Program Administration, *Program Evaluation, *Resource Allocations, *Student Development, Student Improvement
Identifiers-*Outcomes.

Resource allocation processes suitable for use in not-for-profit institutions are discussed and a conceptual model for resource allocation in institutions of higher education is presented. The objectives of higher education include the personal development and education of students, not merely the certification of students by conferring degrees. In order to evaluate the extent to which these qualitative objectives have been obtained, some indicators other than simple measures of quantitative outputs are required. Such indicators are needed as input to the administrative process for use in planning effectively and efficiently and in allocating resources to the various alternatives intended to achieve the defined objectives. A review of the literature concerned with the planning and resource allocation process in non-profit environments is presented. A conceptual mode is developed which demonstrates a means by which administrators may incorporate data and information about student outcomes in the planning and resource allocation process. The model uses student inputs, institutional environmental characteristics, and student outcomes in a process designed to develop and implement programs and activities designed to accomplish defined goals and objectives. These variables are evaluated in a feedback link against desired levels defined in the initial steps of the process. A scheme for developing and collecting the kinds of information needed for the analytical evaluation of program impact on students and for integrating that information into the planning and resource allocation process is provided. The theoretical bases for the model are discussed. (SC)

ED 176 696 HE 011 862

Carver, Marie Negri

Home Economics as an Academic Discipline: A Short History. Topical Paper No. 15.

Arizona Univ., Tucson. Coll. of Education.
Pub Date-May 79
Note-55p.
Available from-Center for the Study of Higher Education, University of Arizona, 1415 North Fremont Avenue, Tucson, AZ 85719
Pub Type- Information Analyses (070) - Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Access to Education, Conferences, *Curriculum Development, Departments, *Educational History, Equal Education, Females, Higher Education, *Home Economics, *Home Economics Education, Intellectual Disciplines, *Land Grant Universities, Social History, *Womens Education

The history of the home economics curriculum is traced from the late nineteenth century. The importance of the ideas of Sir Francis Bacon and Count Rumford in providing the philosophical justification for the application of science to everyday living is emphasized. The establishment of land grant colleges and women's colleges in the nineteenth century aided the development of a home economics curriculum. Since they did not have the tradition and prejudice of the older colleges in the east and admitted women on the same basis as men, this gave home economics the opportunity to develop as a field in higher education. Land grant colleges in Iowa, Kansas, and Illinois are specifically noted for their contributions to the field. Ten years of annual conferences on home economics (the Lake Placid Conferences of 1899-1908) are highlighted. The conferences focused on educating women in the application of scientific principles to homemaking. Gaining acceptance at educational institutions and seeking state and federal financial assistance were also important conference topics. The influence of the industrial revolution, war, the Depression, and the growth and research in the physical and biological sciences are discussed. Changes in home economics curriculum during the last decade appear to center around the expansion or addition of majors or areas of specialization. An increase in interdisciplinary and experimental programs during the 1970's is also noted. Future challenges to the home economics curriculum include the restructuring of programs to meet new needs, increasing research efforts, and expanding outreach programs. An 80-item bibliography is included. (SF)

ED 176 760 IR 007 714

Tawete, Felix K.

The Need for Resource Sharing among Libraries in Tanzania.

Pub Date-Sep 77
Note-17p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session Seminar on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722; Best copy available
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developing Nations, *Interlibrary Loans, *Library Cooperation, *Library Networks, Library Planning, *Library Programs, National Libraries
Identifiers-*Tanzania

The validity of resource sharing activities among libraries in Tanzania is examined, and the main types of libraries in the country are summarized with emphasis on cooperation between libraries. Some areas that need cooperative activity are identified as selection, ordering, processing, storage, conservation and protection of books, interlibrary loan and staff recruitment, and training. A survey of the steps already taken by some libraries towards cooperation and some of the problems encountered by these libraries in trying to establish cooperative activities are also included. (Author/JEG)

ED 176 824 JC 790 531

Kohl, Peggy Lach, Ivan J.

Report on FY 1979 Winter and Spring Student Enrollments in Illinois Public Community Colleges.

Illinois Community Coll. Board, Springfield.

Pub Date-6 Jun 79

Note-21p.; Tables 2, 3, 10, 12 and 14 have been deleted due to irreproducibility

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Majors, Community Colleges, *Enrollment, Enrollment Rate, *Enrollment Trends, *Junior Colleges, Off Campus Facilities, Quarter System, Resident Students, Semester Division, Trend Analysis

This report analyzes 1979 spring term enrollment data for all 39 Illinois Community College Districts (whether on the quarter or semester system) and winter quarter enrollments for the five districts on the quarter system and compares these data with similar figures for 1974 through 1978. Information is organized in 14 data tables in terms of headcount and full-time equivalent (FTE) enrollments. Highlights of the analysis include: (1) during spring 1979, headcount enrollment totaled 288,427, representing a 3% decrease from spring 1978 and a 11% decrease from fall 1978; (2) FTE enrollment totaled 129,801 for spring 1979, representing a 6% decrease from the previous year; (3) of the five districts on a quarter system, three showed increases in student headcount; (4) during spring 1979, the Baccalaureate/General Academic category had the largest FTE enrollment (51%); Business and Public Service Technology had 15.6%, Natural Science and Industrial Technology had 10.1%, and Remedial/Developmental had 7.5%; (5) in-district students comprised 95.0% of the total student enrollment; only 0.4% of the students were from out-of-state; (6) enrollment at on-campus locations accounted for 83.2% of the total spring 1979 term enrollment, with enrollment at in-district off-campus locations accounting for 15.6% of the total. (JP)

ED 176 861 PS 010 782

Swenson, Patricia A. Dickson

The Montessori Intervention Model for Early Childhood Education.

Pub Date-May 79
Note-249p.; Master's Thesis, California Lutheran College
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Behavior Theories, Early Childhood Education, *Educational Theories, Instructional Materials, Intervention, *Learning Theories, Preschool Children, Preschool Education, Preschool Teachers, Research Utilization, *Socialization, Teacher Education, *Teacher Role, Teaching Methods
Identifiers-Montessori (Maria), Montessori Method, Social Learning Theory

This master's thesis examines the Montessori Method as it relates to social learning theory. Much of the subject matter grew out of an attempt to synthesize Montessori methodology and social learning principles in a Montessori school. Chapter I discusses the requirements of quality educational intervention and provides a historical overview of the Montessori movement. Chapter II discusses the theory and proposed implementations of the Method. Chapter III focuses on the Montessori teacher. Chapter IV introduces social learning theory and discusses how the principles of human behavior, as defined through social learning research, might be employed to support spontaneity and freedom in a social learning environment such as the one Montessori envisioned. Chapter V provides a summary and makes recommendations regarding the instructional method and teacher training. Appendices include: (1) a list of Montessori exercises and related aims for practical life, sensorial, mathematics, and language for children aged 2 1/2 - 8 years; (2) sample Montessori exercises in the curriculum areas listed above; (3) a chart relating Montessori exercise components with social learning components, and a flow chart of Montessori training techniques. (Author/RH)

ED 176 881 PS 010 908

Bohlin, Gunilla And Others

Early Individuality: Dimensions in Infant Behavior. Uppsala Psychological Reports, No. 248.

Swedish Council for Research in the Humanities and Social Sciences, Stockholm.

Pub Date-79

Note-35p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Age Differences, *Factor Analysis, Foreign Countries, Identification, *Individual Differences, *Infant Behavior, *Infants, *Personality

Identifiers-*Sweden (Uppsala)

The purpose of this study was to apply factor analysis techniques to delineate dimensions of early infant behavior and to establish categories of functioning which can be seen as a source of individuality in early childhood. Data about the behavior of 791 infants in two age groups (11-25 weeks and 26-41 weeks) were obtained using a questionnaire answered by parents. Separate analysis and cross-validation procedures were used on the data from each sample. For both samples factors interpretable as broad behavioral dimensions were obtained. The preferred solutions for the two age groups were compared and judged to be similar enough to warrant a combination of the two samples. The preferred solution for the combined sample was an orthogonal 7-factor solution accounting for about a third of the total variance. At least five of the factors could be interpreted as broad behavioral dimensions and were named Intensity/Activity, Regularity, Approach-Withdrawal, Sensory Sensitivity, and Attentiveness. (Author/MP)

ED 177 068 SO 012 005

Boden, Philip K.

Promoting International Understanding through School Textbooks. A Case Study.

Georg Eckert Inst. for International Textbook Research, Brunswick (West Germany).

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-77

Note-52p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Content Analysis, Educational Objectives, Geography Instruction, *Global Approach, History Textbooks, Secondary Education, *Social Studies, *Textbook Content, *Textbook Evaluation

Identifiers-UNESCO

A project is described which was carried out among Unesco member nations from 1971 to 1974 to investigate multilateral arrangements for the review of high school textbooks in the fields of history, geography, and social studies. Objectives of the project were to provide publishers with feedback about the potential of their textbooks to promote international understanding and to stimulate textbook consultation between member states of Unesco. Seventy textbooks published in France, Federal Republic of Germany, India, Japan, Kenya, United Kingdom, and Venezuela were selected for the project in consultation with the National Commission for Unesco of the countries concerned. Textbooks were sent to a subject area specialist in each of the seven countries. Project members organized workshops to provide participants with background about general educational policy and practice in relation to the use of textbooks in each country. Reviewers were directed to note the amount of space given to different countries, topics, and themes, and to consider accuracy, adequacy, and sensitivity of treatment of events. Recommendations by project participants upon completion of the project included that Unesco continue to support and develop multilateral textbook studies and that Unesco publish brief exemplary history and geography presentations. A directory of project participants is presented in the appendix. (DB)

ED 177 086 SO 012 034

Seiferth, Berniece B. Trampe, Catherine Rice

Teaching Parallel Lines and Vanishing Points Using Individualized Instruction.

Note-15p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Art Education, Elementary Education, *Fine Arts, Grade 5, Grade 6, *Independent Study, *Individualized Instruction, *Visual Perception

This self-instructional package designed for art students in Grades 5 and 6 enables students to decide which set of lines in a group of lines are parallel, to show the vanishing points of several boxes by extending parallel lines, and to increase their desire to draw objects in perspective. Total time involved for the student is approximately thirty minutes to work through the package and 15 minutes for the posttest. The package contains graphic aids to help students examine horizon and eye level perspectives in relation to vanishing points. An answer sheet is also provided. (Author/KC)

ED 176 805 IR 007 827

Rushby, N. J.
Computer Based Learning in the Soviet Union I.
London Univ. (England). Imperial Coll. Computer Centre.
Pub Date-Oct 78
Note-16p.; Best copy available; For related documents, see IR 007 784 and IR 007 789
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Algorithms, *Computer Assisted Instruction, *Computer Managed Instruction, Computer Oriented Programs, Data Bases, Educational Games, Foreign Countries, Models, Problem Solving, Programed Instruction, Simulation
Identifiers-CEDAR Project (Imperial College), *USSR

This bibliography lists 86 references, most of which are annotated, to papers and journal articles on computer assisted learning (CAL) in the Soviet Union. Topics dealt with include problem solving models, decision strategies, programmed instruction, algorithms, simulation, educational games, databases, and testing. The references have been extracted from the computer based CAL bibliography maintained by the CEDAR Project. (Author/CMV)

ED 176 961 SE 028 495

A National Assessment of Performance and Participation of Women in Mathematics. Annual Report.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Grant-NIE-G-77-0061
Note-63p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Career Opportunities, Educational Research, *Federal Aid, *Mathematics Instruction, Secondary Education, *Self Concept, *Sex Stereotypes, *Surveys, Womens Studies
Identifiers-*National Assessment of Educational Progress

This assessment, funded by the National Institute of Education, identifies factors which are related to problems associated with women participating in mathematics. A review of the literature is given which identifies variables for investigation and instruments which exist. The development process is discussed. This includes survey development, editing items, and field testing survey materials. Future plans concerning the drawing of the survey sample, the administration of the questionnaire, and the scoring of the survey are discussed. (SA)

ED 177 012 SE 029 132

The Ocean: Source of Nutrition for the Future. Northern New England Marine Education Project.

Maine Univ., Orono. Coll. of Education.; Maine Univ., Orono. Sea Grant Program.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date-78

Note-45p.; For related documents, see SE 029 133-135; Not available in hard copy due to copyright restrictions

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Biology, Class Activities, Earth Science, Ecology, *Environmental Education, *Home Economics Education, *Interdisciplinary Approach, Marine Biology, Oceanology, *Science Education, Secondary Education, Social Studies

Identifiers-*Sea Grant

This unit provides lessons utilizing aspects of aquaculture to portray concepts in several secondary school disciplines. Extensive background is provided on four marine species currently cultured in Maine. The history of aquaculture in Maine is provided. A bibliography of sources of information on aquaculture follows the background section. Two lesson outlines are provided. Each includes an introduction, overview, teacher and student background, and suggested activities according to the discipline being considered. Appendices include a list of marine aquaculture companies, directions for the establishment of a marine aquarium, and a list of information resources. (RE)

Stineman, Esther Loeb, Catherine, Comp.

Women's Studies: A Recommended Core Bibliography.

Pub Date-79
Note-672p.
Available from-Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80160 ($27.50)
Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-Anthropology, Athletics, Autobiographies, Business, *Core Curriculum, Education, Feminism, Fine Arts, Higher Education, History, Language, Linguistics, Literature, Medicine, Philosophy, Politics, Psychology, Religion, Sociology, *Womens Education, *Womens Studies

This annotated bibliography identifies a core collection of over 1,700 books and periodicals that will support a women's studies undergraduate program. Although older materials appear frequently in the bibliography, the main emphasis is on works published since 1970. Books are grouped into 21 subject areas including anthropology, autobiography, business, education, fine arts, history, language and linguistics, literature, medicine, politics, psychology, religion, philosophy, sociology, sports, and feminism. A reference section concentrates on 156 major reference books and bibliographies considered essential for a core collection. Periodicals rather than individual periodical articles are covered in a separate section. Author, title, and subject indexes are included. (Author/KC)

ED 177 114 SP 014 547

Hopkins, David R.

A Stepwise Discriminant Analysis of Eight Selected Basketball Skill Tests.

Pub Date-14 Jun 79
Note-9p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability Identification, *Athletics, *Basketball, Discriminant Analysis, Performance Factors, *Predictive Ability (Testing), *Skill Analysis, Testing

The purpose of this study was to determine the discriminatory ability of eight selected skill tests in evaluating the abilities of a group of male basketball players. The raw scores of the skill tests for each participant were analyzed by a stepwise discriminant analysis procedure. The results of this study indicate that a test battery comprised of the speed pass, dribble, push pass, front shot, jump and reach, and the zig-zag dribble will provide an objective measure of basketball skill and effectively discriminate between successful and unsuccessful participants. (JD)

ED 176 587 FL 010 821

Benseler, David P. Schulz, Renate A.
Intensive Foreign Language Courses. Language in Education: Theory and Practice, No. 18.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-60p.
Available from-Center for Applied Linguistics, 1611, N. Kent Street, Arlington, Virginia 22209 ($4.95)
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Course Content, *Course Evaluation, *Course Organization, Credit Courses, *Evaluation Methods, *Intensive Language Courses, *Language Instruction, Language Programs, Personnel Selection, Scheduling, Screening Tests, *Second Language Learning, Student Recruitment
Identifiers-Information Analysis Products

Intensive foreign language courses are discussed in terms of historical background, categorization of types, definition of components of intensive instruction as practiced at present in academic settings, and advantages and special problems of intensive instruction. Practical considerations for the implementation of intensive options cover the following areas: (1) publicizing and recruiting for intensive courses, (2) screening and selection of students, (3) scheduling, (4) staffing and coordination of instruction, (5) granting of academic credit, and (6) testing and evaluation. Approximately half of this document is devoted to a bibliography. (JB)

ED 176 607 HE 011 555

von Zur-Muehlen, Max

University Management Education and Research in Canada: Some Unresolved Issues.

Pub Date-17 Apr 79
Note-58p.; Draft report presented to the Executive Meeting of the Canadian Federation of Deans of Management and Administrative Studies, April 17, 1979
Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Administration, College Faculty, College Programs, Doctoral Programs, Educational Finance, *Educational Needs, Faculty Workload, Federal Aid, Foreign Countries, *Higher Education, *Management Education, *Postsecondary Education As a Field of Study, *Professional Education, Research Opportunities, Universities
Identifiers-*Canada

An historical overview of university management education and research in Canada is presented and issues relevant to the present status of management education and research opportunities are discussed. Management and administrative studies schools in Canada receive, on the average, about four percent of the operating budget of the university system. Although they account for over 12 percent of the undergraduate and graduate students, they employ less than five percent of the full-time faculty. The high student-teacher ratios in business schools severely limit the opportunity for research by faculty members. Although the number of doctoral students in business increased from 64 in 1970-1971 to 146 in 1977-1978, the number of degrees granted increased only from 4 to 12. The number of Canadians studying in the U.S. at the doctoral level in business decreased from 75 in 1969 to about 50 in 1978. Universities have limited admissions to business education programs in response to increased student interest in the programs. Financial support to the universities from the provincial governments generated by enrollment in business management schools has often been only partially allocated to the management schools for operating expenses. Canadian management schools are often unable to find qualified Canadian staff and increasingly rely on part-time faculty. It is suggested that (1) the federal government in Canada might increase its role in strengthening management education programs in Canadian universities and might encourage the private sector to assume a greater role in the management training field; (2) increased funding is needed for research on management; and (3) there is an urgent need to develop research methodology workshops for the management faculty. Special measures appear to be necessary to encourage Canadians to study management at the doctoral level in order to meet the demand for such graduates. (SC)

Jonas, Steven
Medical Mystery: The Training of Doctors in the United States.
Pub Date-78
Note-429p.
Available from-W.W. Norton & Co., New York, NY ($15.00)
Pub Type- Books (010) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Certification, Change Strategies, *Delivery Systems, Diseases, Educational History, *Educational Improvement, Health, Health Occupations, Higher Education, Medical Associations, *Medical Care Evaluation, *Medical Education, *Medical Schools, Medical Services, Medical Students, Physician Patient Relationship, *Physicians, Preventive Medicine, Professional Education
Identifiers-United States

Problems of the health care profession and suggestions for reform are presented in this book on the U.S. health care delivery system. The book is divided into four sections. Section I, "Health and Health Care Problems for the American People," provides a general discussion on health, disease, and illness, and the importance of health maintenance and prevention. In section II, "U.S. Health Care Delivery System: Current Status," the role of government and financing in the delivery of health care is discussed and characteristics of hospitals and hospital personnel are examined. Quality control and medical licensure are extensively reviewed in this section also. Medical education is the subject of section III. The history of medical education in the U.S. is traced and the current status of the U.S. medical schools is examined. The fourth section examines the problems of the health care system and offers some possible solutions. It is concluded that changes must be made to improve the health care delivery system and that these changes must begin at the medical school level. The importance of the medical educator is stressed. An outline for a new system of medical education is presented that emphasizes an orientation to health rather than disease. (Author/SF)

Huston, Mary M.
Bibliographic Instruction Objectives.
Illinois Univ., Urbana.
Pub Date-Nov 78
Note-15p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Libraries, *Instructional Programs, Library Networks, Library Services, *Library Skills, *Objectives, Resources, Teaching Guides, *Undergraduate Students

The objectives presented define the basic information required of a student operating in the Library System of the University of Illinois at Urbana-Champaign. These statements of objectives are intended to provide a tangible framework for all public service personnel in the Undergraduate Library, and their various components can be coordinated to achieve three designated goals based on the premises that the average college student is unaware of most available bibliographic sources, that the library is a highly complex information system, and that the library staff should address itself to the coordination of library and classroom instruction. The first goal is to foster the student's comprehension of the total library system, and it involves instruction in library organization, the card catalog, the shelf list, the serial record, and the Library Control System. The second goal entails making the student aware of services offered by the Undergraduate Library, such as reserves, media centers, reference, bibliographic instruction, and circulation. The third goal, that of alerting the student to the wide variety of available informational resources, is concerned with his or her exposure to reference books, monographic literature, periodical literature, government publications, newspapers, reference services, and referrals. (FM)

ED 176 761 IR 007 715

Reid-Smith, Edward R.

Resource Sharing in Professional Education for Librarianship: An International Approach.

Pub Date-Sep 77

Note-11p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developing Nations, Information Needs, *Information Networks, *International Educational Exchange, International Programs, Library Planning, *Library Programs, Library Schools, *Technological Advancement, Technology Transfer

The development of professional education in librarianship is reviewed from the national pattern conforming to the general system in each country, through the unilateral (paternalistic) internationalism in librarianship due to colonialism and the emergence of a new professional nationalism, to the opportunities offered by the growth of such multilateral international bodies as UNESCO, COMLA, and IFLA. It is proposed that UNESCO/IFLA organize a scheme of international cooperation in education for librarianship in order to ensure wider utilization of resources. Teletuition, staff exchanges, and sharing of educational software are some methods suggested. (Author/JEG)

ED 176 783 IR 007 745

Merriam, Joyce

Helping Students Make the Transition from High School to Academic Library: A Report on a Study of Selected Library Instruction Programs in Massachusetts.

Pub Date-79
Note-20p.
Pub Type- Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Libraries, High School Students, *Instructional Programs, Librarians, *Library Instruction, Library Programs, *Library Skills, Media Specialists, *School Libraries, Student Attitudes, Teacher Role
Identifiers-*Massachusetts

Findings, observations, and recommendations resulting from a study of existing library instruction programs in secondary schools throughout Massachusetts are presented. Thirty-one school systems identified as feeder schools for the University of Massachusetts at Amherst and eight smaller schools were visited to collect information which would assist in finding ways to help students make the transition from high school to academic library. Data gathered from each school library included school enrollments, library resources, library instruction materials, descriptions of instructional programs, and a wide variety of related materials. The findings assess the nature and effectiveness of the typical high school and university library instruction program. General observations deal with problems affecting the success of skills programs, such as teacher apathy, fragmented instruction, lack of continuing instruction, and student confusion. Recommendations suggesting program changes are provided, as well as four appendices which include a list of schools visited, the colloquium form used, a description of library instruction at the University of Massachusetts, and a chart comparing the resources of school libraries with the university library. (FM)

ED 176 986 SE 028 912

Beavers, Mildred And Others

A Course in Algebra and Trigonometry with Computer Programming.

Colorado Univ., Boulder.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 75
Grant-NSF-GJ-00146
Note-563p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-*Algebra, Algorithms, *College Mathematics, Computer Oriented Programs, Curriculum Development, Flow Charts, Higher Education, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Programing, Secondary Education, *Secondary School Mathematics, Teaching Techniques, *Textbooks, *Trigonometry
Identifiers-Colorado Schools Computing Science

This textbook was developed by the Colorado Schools Computing Science (CSCS) Curriculum Development Project. It can be used with high school or college students in an integrated presentation of second-year algebra, trigonometry, and beginning computer programing. (MK)

Ethnic Heritage Studies Program: Final Performance Report.

Delaware State Dept. of Public Instruction, Dover.
Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Report No.-549AH70116
Pub Date-78
Note-156p.; For a related document, see SO 011 966; Not available from EDRS in paper copy due to light and broken print type of much of the original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Involvement, *Cultural Awareness, Cultural Background, *Cultural Education, Ethnicity, *Ethnic Studies, Higher Education, Inservice Teacher Education, Learning Activities, *Multicultural Education, *Program Evaluation, *Projects, Secondary Education, Skill Development, Social Environment, Social Studies, Sociocultural Patterns, Student Participation
Identifiers-Ethnic Heritage Studies Program Act

The document describes development, objectives, and activities of an ethnic heritage studies project entitled Preserving Ethnic Traditions (PET). Undertaken to aid high school teachers and students understand ethnic traditions in Delaware, the project focused on development of skills in areas of interviewing, photography, graphics, public speaking, and researching. Ethnic communities involved in the project included Pakistanis, Ukrainians, Hispanics, Blacks, American Indians, Amish, French, Germans, Africans, Chinese, Greeks, and Swedes. Project developers believe that the information presented in the document can be used as a model for other schools initiating an ethnic heritage studies program. The document is presented in 10 sections. Section I presents a directory of advisory council members and includes council correspondence. Section II outlines project objectives. Sections III and IV summarize project orientation, procedures, participant selection processes, interview techniques, and materials. Section V explains evaluation techniques. Sections VI and VII outline project materials. Section VIII offers a directory of individuals and organizations providing resources and publicity. Section IX describes seminars presented in Delaware communities by PET students. The final section describes an inservice program designed to help teachers develop Project PET activities. (DB)

ED 177 087 SO 012 041

Tanaka, Masako N. Stripp, Steven

Trainers in Multicultural Education: Progress Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-114p.; For related documents, see SO 011 979-983; Not available in paper copy from EDRS due to poor reproducibility of original document

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Change Strategies, Classroom Observation Techniques, *Cultural Awareness, Elementary Education, Evaluation Methods, *Inservice Programs, *Multicultural Education, Program Evaluation, *Teacher Education, *Teacher Workshops

Identifiers-Ethnic Heritage Studies Program Act

This three-part report describes activities of a multicultural education training project for elementary teachers in San Francisco. The three segments of the project discussed are the workshops for trainers, networking activities, and classroom evaluation activities. The two workshops, Provisioning the Multicultural Classroom and Working with Children in the Multicultural Classroom, are described in terms of participant selection, preparation of training materials, conduct of the workshop, and participant evaluation of the workshops. A list of participants is provided. Networking activities were structured to allow participants to present multicultural materials developed and/or used successfully in their own programs. The major classroom study evaluation will be accomplished during the next period of the project; however, preliminary data are available. During the two workshops, one trainer and one evaluator for each of six schools were identified. Classroom observations included scores for the total number of minority cultural materials observed, number of cultures represented in the classroom, types of multicultural materials, and availability of learning centers. Also, the number of multicultural activities provided, different cultures represented by adults in the classroom, and the ratio of community people to staff who participated in multicultural activities for one month prior were measured. Appendices describe the preliminary training model, sample multicultural units, daily diaries for workshops, and networking records and assessment forms. (KC)

SP

ED 177 140 SP 014 831

Immunization: A Handbook for Schools, 1978-79. Vaccine-Preventable Communicable Disease Control.

New York State Education Dept., Albany.
Pub Date-78
Note-37p.
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Civil Rights, *Communicable Diseases, *Disease Control, *Immunization Programs, Preventive Medicine, *Public Health Legislation, School Policy, *School Responsibility, State Legislation
Identifiers-*Public Health Law Section 2164

This handbook is intended to provide school authorities with a guide to the development of an effective school immunization program. The handbook is divided into three sections and seven appendices. Section One explains the legal definitions of various terms related to mandatory immunization practices. Section Two outlines the elements necessary for an efficient vaccine project, and Section Three provides sample procedures and activities as well as a range of frequently asked questions and answers relating to such a program. The appendices include the "Immunization Guidelines" of the New York State Department of Health and detailed excerpts from public health and education law texts dealing with the issue of compulsory immunization. A sample of the request form for exemption for religious reasons is also included. (LH)

Cerych, Ladislav
The Process of Implementation of Higher Education Reforms. R & D for Higher Education, 1979: 4.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
Pub Date-79
Note-13p.
Available from-National Board of Universities and Colleges, P.O. Box 45501, S-104 30 Stockholm, Sweden
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Change Strategies, *Educational Change, Educational Research, *Foreign Countries, *Higher Education, Models, *Program Development
Identifiers-*Europe, France, Italy, Norway, Poland, Program Implementation, Sweden, United Kingdom, West Germany

The process of implementation of higher education reforms at nine universities and colleges in France, the Federal Republic of Germany, Italy, Poland, Sweden, Norway, and the United Kingdom is identified and compared; and a framework for implementation analysis is presented. After a brief review of the background for the study, the conceptual framework is explored. The steps in the process are defined and a sequential model is proposed as follows: (1) pressures for reform, (2) policy formulation process, (3) adopted reform with specific goals, (4) implementation process, and (5) outcomes. It is explained that the research is based on a set of nine case studies in the seven countries, and represent reforms adopted between the early or middle 1960's or early 1970's whose implementation process is sufficiently advanced to allow for meaningful analysis. All the reforms have the common denominator of broadening access to higher education, while at the same time representing disparate higher education systems (e.g., political and administrative centralization and decentralization, unitary and binary systems). Work done on the first two phases of the project is discussed and future work is outlined. The outline of the case studies is discussed and it is stated that the core of the study is the description of the implementation process. (PHR)

ED 176 642 HE 011 721

Fischer, W. Paul

Needed: A New Graduate International University System for the Twenty-First Century.

Pub Date- 79
Note-10p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Change, Education Work Relationship, Experiential Learning, *Graduate Study, *Higher Education, *Innovation, Interinstitutional Cooperation, *International Education, International Programs, Shared Services, Study Abroad, Universities
Identifiers-*Graduate International University System, *Nontraditional Education

A Graduate International University System is proposed. Past efforts, such as the Fulbright Act, are reviewed and the need for an international approach to graduate education is explored. A wider definition for the meaning of a university is presented: one that encompasses a program of immersive experiences and personal interaction (the experiential approach). The new system would include advanced study, professional educational work experience, and special studies related to language, culture, and customs, and would take place in a foreign setting. A main component of the program design would be the teaming of educators in work-related experiences. Ideas, skills, and knowledge would be exchanged through active and cooperative involvement. The system would provide a coordinated organization of institutions that would offer reciprocal credits, and the faculty at each institution would be chosen to be internationally representative. Funding for the venture could be found in the framework of the NATO and SEATO pacts. Additional funding could come from such sources as the World Bank, and grants and scholarships from international professional organizations. (PHR)

ED 176 660 HE 011 764

Scheuermann, Thomas A.

Residence Hall Damage: Analysis and Control.

Ohio State Univ., Columbus.

Pub Date-79

Note-33p.; Some pages in appendices may not reproduce well due to marginal legibility of original document

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Housing, College Students, *Discipline Problems, *Dormitories, Educational Economics, Higher Education, Resident Assistants, *School Vandalism, Socially Deviant Behavior, *Student College Relationship, Student Responsibility

Identifiers-*Ohio State University

The problems of residence hall damage and vandalism are examined in this booklet. An analysis and control program is proposed to provide a systematic method of dealing with the problem. A list of basic assumptions held by students and staff on residence hall damage is presented for discussion. Problems created by damage to residence halls are also investigated. The problems include: atmosphere deterioration, facility deterioration, and staff sanity deterioration. Methods are also suggested for resolving the damage problem, including increased awareness, attitude assessment, incentives, and disciplinary measures. A three-phase plan for working with the problem is proposed and a flow chart is provided as an illustration. It is suggested that this program format can be used with a variety of residence hall staff persons and may be adapted for use with students. Appended are: a feedback sheet that may be used with the workshop format, Ohio State University residence and dining hall organizational chart, conclusions and recommendations of a two-quarter study done by the Ohio State Damage Control Committee, and newspaper articles pertaining to the damage problem at Ohio State. (Author/SF)

Nilsen, Alleen Pace Tyler, Karen Beyard

Promoting Educational Equity through School Libraries. Module 2: Sexism and Sex-Role Stereotyping in School Materials.

Arizona State Univ., Tempe.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-31p.; For related documents, see IR 007 677-683
Available from-edc/weeap Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 (this item $0.75, complete set of materials $4.75. Checks should be made payable to: Education Development Center)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Equal Education, Inservice Programs, *Instructional Materials, *Instructional Materials Centers, Librarians, *Media Specialists, School Libraries, *Sex Differences, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes

The second learning module in a continuing education program for inservice school media specialists focuses on sex stereotyping and ways in which inaccurate ideas about sex differences are transmitted through instructional materials in exploring the following questions: (1) Why do school materials communicate sexist ideas and sex-role stereotypes? (2) How is the language of school materials sexist? (3) How do illustrations in school materials communicate sexism and sex-role stereotyping? and (4) What evidence of sexism and sex-role stereotyping is found in instructional materials? Six specific examples of false assumptions derived from innate sex differences are listed, along with ways in which those assumptions are communicated in instructional materials and literature. Examples of sexist attitudes as they are covertly perpetuated through grammar and language are given to increase the reader's awareness of the problem in such a way that instructional materials can be evaluated for their degree of sexist content. Tests and exercises on this module are included in the accompanying activity book. (FM)

ED 176 806 IR 007 828

Rushby, N. J.

Computers in Chemistry Teaching: A Bibliography and Index of CAL Packages.

London Univ. (England). Imperial Coll. Computer Centre.

Pub Date-Jul 79

Note-33p.; For a related document, see IR 007 784

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Biochemistry, Books, *Chemistry instruction, *Computer Assisted Instruction, *Computer Programs, Foreign Countries, *Higher Education, Instructional Materials, Programing Languages, Resource Materials, Undergraduate Study

Identifiers-CEDAR Project (Imperial College), *Computer Software, *England

This resource document lists 36 books, papers, and reports dealing with various uses of computers in chemistry instruction; and describes several computer program packages available for use in teaching undergraduate, experimental laboratory, physical, and nuclear and X-ray chemistry, including biochemistry. Each program package is presented by reference number, name, description, subject, comment, language, and contact source for obtaining the package. (CMV)

ED 176 843 JC 790 591

Beck, J. Milton

Status of Child Development Student Instruction Programs in California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date- 78
Note-67p.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Organization, *Child Care Centers, Child Care Occupations, *Child Care Workers, *Child Development, Child Development Centers, College Curriculum, Community Colleges, Curriculum Development, *Junior Colleges, Personnel Needs, Program Administration, State Aid, *State Surveys, *Training Laboratories
Identifiers-*California

Child development programs at the 103 California community colleges were studied to justify and demonstrate the need for continued project development of on-campus laboratory facilities. Information, collected from college catalogs, directories, and telephone interviews with college personnel, was analyzed to clarify confusing terminology and to show the complexity of multi-jurisdictional relationships, the differences between child development instruction and child care services, the availability of child development programs, curriculum structures, and personnel implications. Report findings show that confusion between "child development" and "child care" during legislative hearings hindered child development funding. Raw data revealed that community college students in child development programs made up 9% of the full-time enrollment; that 95% of the colleges provided child development instruction; that a typical college offered 12 courses, though the range was from four to 44; and that courses were administered under a variety of department headings. Evaluative data demonstrated the need for student laboratory experience, and the benefits of on-campus rather than off-campus training. Recommendations for the reorganization of program leadership at the college level and for uniform state administration of child care and child development programs by the Chancellor's Office are included in the study report. (Author/JP)

ED 176 862 PS 010 823

Copeland, William C. Iversen, Iver A.

Roadmap Through Title XX. Financing Services for Children Through Title XX and Other Programs: Manual 5.

Child Welfare League of America, Inc., New York, N.Y.; Hecht Inst. for State Child Welfare Planning, Washington, D.C.

Pub Date-78
Note-138p.
Available from-Publications Office, Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 ($6.00)
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors-Eligibility, *Federal Regulation, *Flow Charts, Income, *Legal Responsibility, *Policy, *Program Administration, Program Costs, *Program Development, Training
Identifiers-Analysis, Rules, *Social Security Act Title XX

This manual, part of a Hecht Institute four-manual series entitled Financing Children's Services Through Title XX and Related Programs, teaches what Title XX regulations are, what they mean, and what actions and procedures are commanded by them. The first section covers the necessity of rule systems, the characteristics of a good rule system and the ways which this manual can and cannot be used to improve the Title XX rule system. The second section contains an analysis of some of the more critical issues in the regulations and an explanation of several analytical methods, such as grammatical analysis, decision tables, and semantic analysis. The third section employs flowcharts to represent, in systematic fashion, the decisions and consequences involved in Title XX regulations and to illustrate the linkages among parts of the regulations. Included is a short introduction to the very simple flowchart language used in this manual for the reader's use as a self-teaching device. Together with an appendix containing the Title XX regulations, this section is intended as an ongoing reference work for the teacher, the student, the planner, the administrator, and the evaluator or auditor of Title XX programs. (Author/RH)

ED 176 882 PS 010 909

Banta, Trudy W. And Others

Evaluation of East Tennessee's Child Health and Development Project.

Pub Date-Apr 79

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication Skills, *Disadvantaged Youth, Health Services, *Home Programs, *Intervention, *Medical Care Evaluation, Nutrition, *Parent Attitudes, Parent Education, *Preschool Children, Program Evaluation

Identifiers-*Tennessee

The Child Health and Development Project (CHDP), a home-based early intervention program operated in six East Tennessee counties, provides well-child clinics, developmental evaluation, individualized early childhood education for disadvantaged children, and training in parenting skills for their parents. The University of Tennessee's Bureau of Educational Research evaluated CHDP services through a six month treatment-comparison group study, record reviews for clients served 18 months, assessment of public opinion in counties served, and measures of staff morale and effectiveness of project management. Analyses of covariance performed on data derived from pre- and post-treatment measures demonstrated that six months of the CHDP intervention produced significant differences favoring the treatment group in IQ, communication skills, and diet. Parents reported that the program increased their understanding of child development and enabled them to teach and manage the behavior of their children more effectively. (Author/MP)

ED 176 901 RC 009 565

Millward, Robert E.

The Influence of a Resident Outdoor Program on the Attitudes of Sixth Grade Students Toward Outdoor Concepts Using Two Teaching Methods.

Pub Date-Aug 73
Note-170p.; Ed.D. Thesis, The Pennsylvania State University, University Park
Available from-Inter-Library Loan, The Pennsylvania State University, University Park, Pennsylvania 16802
Pub Type- Dissertations/Theses (040)
Document Not Available from EDRS.
Descriptors-*Change Strategies, *Concept Formation, Environmental Education, Grade 6, Grade Point Average, Hypothesis Testing, *Outdoor Education, Pollution, Post Testing, Pretesting, *Resident Camp Programs, Sex Differences, Socialization, *Student Attitudes, *Teaching Methods
Identifiers-Brownsville Area School District PA, Millward Ginter Outdoor Attitude Inventory, Ribble Shultz Social Substantive Schedule

Investigating the effect of a resident outdoor experience on the attitudes of 300 sixth grade students exposed to two different teaching methods, students from the Brownsville School District in Pennsylvania were randomly assigned to a week-long camp experience. Teachers in the control group (N 3) were given 20 hours of training in outdoor strategies for numerous disciplines, while teachers in the experimental group (N 3) were given additional instruction in attitudinal strategies. Using the Ribble-Shultz Social Substantive Schedule to code the verbal interaction between student and teacher and the Millward-Ginter Outdoor Attitude Inventory to measure student attitudes toward the environment, education, pollution, and socialization, null hypotheses re: the effect of sex differences, grade averages, the week's camp experience, and the pre- and post-tests were tested. Results indicated: attitudes toward social interaction were positively influenced, but attitudes toward outdoor educational concepts changed very little; attitude scores differed significantly between three grade average groups but were not consistantly different in the within group category; attitude scores were not affected by sex differences; teacher/student verbal interaction patterns were similar in both groups; the experimental teacher group made little use of affective techniques. (JC)

ED 176 919 RC 011 629

Decker, Don

Indian Outreach Program Needs Assessment Survey.

Yavapai Coll., Prescott, Ariz.
Pub Date-79
Note-36p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indian Education, American Indians, Career Choice, *Educational Needs, Educational Planning, Extension Education, High School Students, *Junior Colleges, *Needs Assessment, Outreach Programs, *Postsecondary Education, Program Improvement, Vocational Education, *Vocational Interests
Identifiers-*Yavapai College AZ

The Indian Outreach Program developed a questionnaire to determine the perceived postsecondary educational needs of Indian high school students and the students' perceptions of Yavapai College and its services. Nine hundred fifty surveys were mailed to high schools in the area served by the college; 328 useable questionnaires were obtained from students in grades 11 and 12. The results showed that most students had a favorable impression of Yavapai College but were unfamiliar with, and would like more information about, the educational services available. College extension programs were under-used by high school students; only 5.2% of the students responding had attended classes at extension sites, but 70.6% were interested in taking college courses while in high school. Strongest vocational and career interests were automotive technology, engineering, welding, and business administration. Other responses indicated the need for simplified admission and financial aid procedures, continuation of comprehensive English language and composition programs at the college level, and special services for married students and students with children. The data collected can lead to new approaches to student services for Indian high school students as well as Indian students already attending Yavapai College. (JH)

ED 176 937 RC 011 651

Staley, Frederick A.

The Research, Evaluation and Measurement Dragons in Outdoor Education.

Pub Date-Oct 79

Note-29p.; Paper presented at the National Outdoor Education Association Meeting (Lake Placid, New York, October 4-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cerebral Dominance, Definitions, Educational Accountability, Environmental Education, *Evaluation, Evaluation Methods, *Experiential Learning, Measurement Goals, *Measurement Instruments, Measurement Techniques, Models, Neurological Organization, *Outdoor Education, Program Evaluation, *Research, Research Design, Research Methodology, *Research Needs, Research Problems, Research Tools, Tests

Identifiers-Adventure Education

A model for research and evaluation in outdoor education is presented in this paper which includes a bibliography of representative research in outdoor, experiential education. The model stresses close interaction between program designers and evaluators and rests on the premise that the strength of outdoor education interaction between people, activities, and the outdoors is best measured using sociological, holistic, alternative evaluation methodologies. A bibliography of approximately 100 entries is organized under the heading of representative research, evaluation studies, noteworthy studies combining research and evaluation, literature reviews, development and use of specific measurement instruments, and recommendations for needed research and program evaluation designs. A list of 77 available measurement instruments follows with reference to the bibliography articles reporting their use. Instruments are organized by the variable measured; headings include participant behavior, creativity, hemisphericity, attitudes and values, and comprehension and cognition. Conclusions and recommendations focus on the need to develop alternative research paradigms appropriate for outdoor education and suggest possibilities for studying right hemisphere activity in relation to outdoor education experiences. (JH)

ED 176 962 SE 028 639

Mewborn, Ancel C. Hively, Wells II
A Programmed Course in Algebra.
Minnesota Academy of Science, Minneapolis.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-69
Note-649p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors-*Algebra, *College Mathematics, Higher Education, *Mathematics Curriculum, *Mathematics Instruction, *Mathematics Materials, *Number Systems, Secondary Education, Set Theory
Identifiers-*Functions (Mathematics)

This programed textbook consists of short sections of text interspersed with questions designed to aid the student in understanding the material. The course is designed to increase the student's understanding of some of the basic ideas of algebra. Some general experience and manipulative skill with respect to high school algebra is assumed. Emphasis is placed upon development of the logical structure of algebra. Chapter topics include: (1) sets, relations, and functions; (2) algebra of real numbers; (3) algebraic systems; (4) order in the real number system; (5) equations and inequalities; (6) absolute value; (7) completeness of the real number system; (8) natural numbers; (9) integers; (10) rational numbers; (11) complex numbers; (12) algebra of real functions; (13) polynomials; and (14) equivalence relations and groups. (MP)

ED 177 051 SO 011 985

A Bill to Teach the Principles of Citizenship and Ethics. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session on H.R. 123 (April 24, 1979).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-24 Apr 79

Note-93p.

Available from-House Subcommittee on Elementary, Secondary, and Vocational Education, Room 346C, Rayburn House Office Building, Washington, D.C. 20515 (free, limited supply)

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement, *Citizenship, Citizenship Responsibility, Declining Enrollment, *Educational Finance, *Educational Needs, Educational Trends, Elementary Secondary Education, *Federal Legislation, *Policy Formation, Student Attitudes, Student Characteristics, Values

A record of hearings is presented conducted by the United States House of Representatives into a bill (H.R. 123) to provide Federal grants to elementary and secondary schools to carry on programs related to citizenship and ethnics. The bill, introduced by Florida Congressman Charles E. Bennett, would be financed by an appropriation of $5,000,000 for each of three fiscal years. Funds would be distributed in the form of grants to state education agencies, which would be responsibile for setting standards and devising the content and nature of citizenship and ethics instruction. Testimony relating to the bill is presented by a variety of witnesses, including religious leaders (Reverend Jessie Jackson and Reverend Norman Vincent Peale), political leaders (Congressmen Bennett, Congressman Carl D. Perkins), directors and officials of citizenship research centers, parents, educators, newspaper columnists, and spokespersons for interest groups in areas of ethical/values education and citizenship education. Topics discussed include moral deterioration in American society, academic achievement, educational objectives, moral fiber, vandalism in schools, background of instruction in morals and values in schools, dedication and responsibility of young people, and issues involved in values clarification in schools without parental consent. (DB)

Blai, Boris

A Junior College Comprehensive Institutional Research Program.

Pub Date- 79
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Administration, College Planning, Data Collection, Decision Making, *Institutional Research, *Junior Colleges, *Management Information Systems, Private Colleges, Program Evaluation, Research Methodology, *Research Needs, Single Sex Colleges, Surveys
Identifiers-Harcum Junior College PA

Harcum Junior College (Pennsylvania) continuously engages in institutional self-study through its comprehensive Institutional Research (IR) program. The IR Office conducts both decision-oriented research, where the problem is defined by the decision-maker, and conclusion-oriented research, where the items studied are selected by the researcher. Harcum uses a program area checklist to outline the scope of topics to be included in the research effort and to give direction to both the scheduled, cyclical research conducted for long-range trend analysis and planning, and the short-term inquiries conducted for immediate decision-making purposes. Staff and faculty suggest additional timely topics. In the past 15 years, survey research, involving the collection of data by questionnaires or interviews, made up 38% of the 661 research documents written; experimental research, employing experimental manipulation of selected independent variables, made up 60%; and historical research, involving the use of historical data to answer specific questions, made up 12%. IR reports are routinely disseminated through formal research reports, monthly newsletters, and bulletins to students, staff, faculty, alumnae, parents, and high school counselors. The IR effort has been of practical value to Harcum by filling information gaps and enabling effective self-evaluation. (DD)

ED 177 013 SE 029 133

Have You Ever Been to the Shore Before? A Marine Education Infusion Unit. Northern New England Marine Education Project.

Maine Univ., Orono. Coll. of Education.; Maine Univ., Orono. Sea Grant Program.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date-78

Note-54p.; For related documents, see SE 029 132-135; Not available in hard copy due to copyright restrictions

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Art Education, *Class Activities, *Earth Science, Ecology, Elementary Education, *Environmental Education, *Interdisciplinary Approach, Language Arts, Marine Biology, Mathematics Education, Music Education, *Oceanology, Science Education, Social Studies

Identifiers-*Sea Grant

This unit presents the teacher with guidelines and suggestions for a field trip to a shore. It contains information about what organisms and habitat to expect and appropriate activities. Also suggested are discussions of the people who live and work near the shore. A pre-trip planning section is presented. Sections relating to each of several disciplines are presented, including objectives, materials, and procedures relating to the field trip and designed to portray concepts of the discipline. Appendices of resources and sites in northern New England are provided along with a bibliography. (RE)

ED 177 069 SO 012 006

Stevens, Ronald A. Todd, Catherine

Employment Patterns Among Sociology Majors and Their Implications for Career Planning at Winona State University.

Pub Date-77
Note-22p.; Paper presented at Midwest Sociological Society Meeting (Minneapolis, Minnesota, 1977)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bachelors Degrees, *Career Opportunities, Career Planning, Educational Needs, Educational Problems, *Employment Patterns, Females, Higher Education, Males, Relevance (Education), *Sociology, *Student Needs

A survey to determine the employment status of sociology majors who had graduated from Winona State University, Minnesota, between Spring 1969 and Summer 1975 is described. The vast majority of the 157 respondents were in the labor force; under six percent were unemployed at the time of the survey. Findings indicate that most graduates became aware of their first job through personal contact while little effective use was made of services such as the university placement center. The three most important considerations in accepting jobs were financial need, geographic location, and relation to academic training. In addition to earning higher salaries, male respondents were also occupationally and geographically more mobile than females. Three out of four respondents agreed that their educational background in sociology had been beneficial in their work experience. Two complaints characterize the majority of negative statements. One criticism was that the curriculum had been too general; the second, that the degree did not help in finding a job. Suggestions for sociology departments in preparing students for careers at the bachelor's level are offered: 1) faculty should be better informed about available careers and should communicate this information to students; 2) students interested in working with people should be encouraged to do volunteer work in human service agencies; 3) internships should be available and should include placements in a wide variety of settings; 4) curriculum changes should be introduced; and 5) more attention should be focused on the job seeking process. (KC)

Bressan, Elizabeth S.

Multivariate Considerations in Children's Physical Education: Social Interaction.

Note-7p.
Pub Type- Information Analyses (070), - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletics, *Behavior Patterns, *Children, Dance, Deep Structure, *Interaction Process Analysis, Intergroup Relations, Learning Theories, Movement Education, *Physical Education, Role Perception, *Socialization, *Social Relations

Inherent in all sport, dance, and movement activity are implied patterns of interaction between and among all participants and the relevant characteristics of their environment. Through these patterns children learn various structures of acceptable social behavior as defined by the roles-oriented value system of our culture. Eight different behavior models are intrinsic in physical education. Solitary behaviors are defined as intra- or extra-individual, while cooperative patterns are either aggregate or intragroup in nature. Achievement-oriented patterns may be found at interindividual, unilateral, multilateral, or intergroup levels of competition. Whether children react to inherent or to respondent behavior patterns, educators must consider the social interaction factors in the planning of any physical activity. (LH)

ED 176 588 FL 010 822

Cates, G. Truett Swaffar, Janet K.

Reading a Second Language. Language in Education: Theory and Practice, No. 20.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-38p.
Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Processes, English (Second Language), Grammar, *Language Instruction, Learning Activities, Learning Processes, Lexicology, *Reading Comprehension, Reading Instruction, Reading Processes, *Reading Skills, *Second Language Learning, Syntax
Identifiers-Information Analysis Products, *Orientational Reference

This introduction to the pedagogy of reading comprehension in a second language focuses on learning strategies appropriate to achieving reading competence. Lexical strategies can be fostered by tolerating local errors and encouraging practice in the identification of specific features such as tense, part of speech, and cognation. Tasks that require the student to use inferential reasoning or evaluative judgments develop comprehension of meaning. Attention to the global features of the grammar facilitates the recognition of word and phrase relationships within substantial structures. The role of orientational reference (deixis) as a feature of tests is discussed, the multiple use of texts (for differing tasks such as skimming and critical reading) is encouraged, and suggestions are offered regarding text selection. A bibliography is appended. (JB)

ED 176 697 HE 011 864

Gross, Michael J.

The How to Go to College Book. Hundreds of Specific Techniques to Make College Easier.

Pub Date-78

Note-168p.

Available from-Passage Publishing, 708 Warren Avenue, Seattle, Washington 98109 ($3.95)

Pub Type- Guides - Classroom - Learner (051) - Books (010)

Document Not Available from EDRS.

Descriptors-Academic Achievement, Bibliographies, Class Attendance, Classes (Groups of Students), *College Students, Grades (Scholastic), Higher Education, *Skill Development, *Study Guides, Study Habits, *Study Skills, Tests, *Test Wiseness, *Writing Skills

Identifiers-Note Taking

Advice for college students on attending classes, studying, writing papers, and taking exams is included in this guide. The discussion of classes includes: choosing courses, planning a schedule, choosing professors, and in-class behavior and participation. Studying techniques, including techniques for different types of courses, reviewing for final exams, and proper study habits, are examined in the second section of this handbook. Section three provides a lengthy discussion of term papers, which includes: how to prepare to write a research paper, references to be used, how to organize the paper, taking notes, making outlines, writing style, writing an introduction, drawing conclusions, and grammar. Footnotes and bibliographies are explained and examples of each are included. College exams are discussed in a section that covers the psychological effect of exams; pretest studying techniques; and exam-taking techniques including dealing with stress, concentrating, and budgeting your time. Both essay and objective tests are discussed. The final section emphasizes the importance of speed reading for the college student and gives some hints for improving reading effectiveness. (SF)

ED 176 716 IR 007 254

Review, Analysis and Evaluation of Certain Areas and Facets of Policies, Systems, Processes and Management of the U.S. Government Printing Office.

Coopers & Lybrand, New York, N.Y.

Spons Agency-Joint Committee on Printing, Washington, D.C.

Pub Date-Oct 78

Note-383p.; Exhibits may not reproduce due to small print size

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Accounting, Computer Science, *Cost Effectiveness, *Depository Libraries, Equipment Utilization, *Evaluation, *Financial Policy, *Government (Administrative Body), Government Publications, Management Systems, Objectives, Tables (Data)

Identifiers-*Government Printing Office

Covered in this report of the 1978 project of the Joint Committee on Printing are aspects of three selected areas. Part one, Management Review and Assessment, contains a summary of management and user interviews, a review of GPO's goals and organizational structure, and an assessment of management systems and procedures. The accounting system is analyzed in the second part, Accounting and Financial Management Assessment. Included are discussions of cost accounting, pricing, billing, and overall accounting procedures, as well as a comparison with industry practices. Technology Use Assessment (part three) evaluates the use of data processing technology, production technology, and micrographic technology. Each of these parts is concluded by recommendations and a summary of observations. The appendix discusses identification and listing of publications produced, stored, and/or distributed by GPO on a free or subsidized basis. (SW)

ED 176 762 IR 007 716

Kawesa, B. M.

Resource Sharing in Relation to Library Acquisition: A Case for East Africa.

Pub Date-Sep 77

Note-25p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developing Nations, Information Needs, Interlibrary Loans, Library Acquisition, *Library Cooperation, *Library Networks, *National Libraries

Identifiers-*Africa (East)

This description of resource sharing by the university (i.e., national), libraries of Kenya, Tanzania, and Uganda examines such factors as finance, communication, and dependence on imported literature. In discussing the acquisition of local literature, it is established that the greatest amount of resource sharing is inter-university, while cooperation with other types of libraries is negligible, and varies with the quality and quantity of the collection of each individual library; it is also noted that gifts and exchanges were greater in number than purchases. Constraints identified are attributed primarily to finance. Potential roles for the Library of Congress collecting center based in Nairobi in the acquisition of local literature by East African libraries are suggested. (JEG)

ED 176 784 IR 007 746

Bodine, George E. Sobotor, William
The Hospice: An Integrated Bibliography.
Syracuse Univ., N.Y.
Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-Jun 79
Grant-90-A-1054/02
Note-33p.; Type quality is uneven and some items may not reproduce well
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Death, *Educational Gerontology, *Gerontology, Grief, Human Services, *Older Adults, Programs, Senior Citizens, *Sociopsychological Services
Identifiers-*Terminal Care

This extensive bibliography of books and articles provides an interdisciplinary overview of present day terminal care and the hospice alternative. Designed to aid in the development and implementation of terminal care programs stressing palliative and supportive services for both patients and their families, the bibliography includes abstracts of key titles and a subject index keyed to the entry numbers of the listed sources. (FM)

ED 176 807 IR 007 829

Rushby, N. J.

Computers in Engineering Teaching.

London Univ. (England). Imperial Coll. Computer Centre.

Pub Date-78

Note-29p.; For a related document, see IR 007 784

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Books, Civil Engineering, *Computer Assisted Instruction, *Computer Programs, Educational Resources, *Engineering Education, Foreign Countries, *Higher Education, Programing Languages, Resource Materials

Identifiers-CEDAR Project (Imperial College), *Computer Software, *England

This bibliography cites 26 books, papers, and reports dealing with various uses of computers in engineering education; and describes several computer programs available for use in teaching aeronautical, chemical, civil, electrical and electronic, mechanical, and nuclear engineering. Each computer program entry is presented by name, author, description, subject, documents, comment, language, and contact source for obtaining the program. (CMV)

Cross, Judson B. And Others

Applied Mathematics: An Introductory Course.

Boston Univ., Mass. Physical Science Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-75
Grant-NSF-GZ-2892
Note-360p.; Contains occasional light type
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Calculation, College Curriculum, *College Mathematics, Higher Education, Linear Programing, *Mathematical Applications, *Mathematical Concepts, Mathematical Enrichment, Mathematical Vocabulary, *Mathematics, *Mathematics Instruction, Science Education, Set Theory, Trigonometry
Identifiers-*Functions (Mathematics)

The intent of this text is to provide students in a variety of science and technology disciplines with a basic understanding of mathematics commonly used in introductory texts in such disciplines. The first five chapters develop skills needed for efficient numerical calculation. The last five chapters examine the basic properties of elementary functions. Special emphasis is placed on finding analytical expressions from graphical representation of data. (Author/RE)

ED 177 141 SP 014 833

Bover, Ronald And Others
How To Organize a Teacher Center Needs Assessment.
American Federation of Teachers, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-2 Jul 79
Contract-400-77-0002
Note-45p.
Available from-Director, AFT Teacher Center Resource Exchange, 11 Dupont Circle, N.W., Washington, D.C. 20036 (Free)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Finance, *Evaluation Methods, *Grants, *Needs Assessment, Program Development, Staff Improvement, *Surveys, *Teacher Centers, Teacher Improvement

Techniques for conducting needs assessments for the purpose of obtaining funds for teacher centers are illustrated. Sample needs assessment forms used by successful teacher centers are contained in this booklet. These survey forms are for gathering information from all levels of school personnel and for evaluation of ongoing needs by individuals. (JD)

ED 176 679 HE 011 814

Brunner, Seth P. Gladieux, Lawrence E.

Student Aid and Tuition in Washington State. A Case Study of Federal-State Interaction.

College Entrance Examination Board, New York, N.Y.
Pub Date-Sep 79
Note-38p.
Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($2.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Finance, Eligibility, *Federal Aid, Financial Support, Government School Relationship, Higher Education, Need Analysis (Student Financial Aid), Public Education, *State Aid, *State Federal Aid, State Government, State Universities, Student Costs, *Student Financial Aid, Student Loan Programs, *Tuition, Work Study Programs
Identifiers-Basic Educational Opportunity Grants, *Washington

Postsecondary student financing policies in the State of Washington are examined in this report that focuses on the interaction between federal and state student aid programs. The increasing importance of this type of investigation is noted in view of the recent growth in federal student aid. Financial aid available to students in Washington State is profiled and ways in which state policies have and have not been designed to coordinate with federal programs are described. The relationship between the 1977 decision by Washington State to raise tuition in public institutions and the accompanying state decisions regarding the focus and funding of student aid are analyzed. Examined are: the Tuition Waiver Program, the State Need-Grant Program, and the State Work-Study Program. Constitutional considerations on the range and flexibility of state programs and the growth in aid programs are discussed as well as institutional distribution of federal and state aid. The effects of student aid on tuition are discussed and it is suggested that the structure and size of the federal commitment to student aid has not stimulated tuition increases in public institutions. The federal and state aid programs in Washington appear to operate virtually independent of each other. Future issues concerning student aid, distribution of student aid, and effects of newly enacted federal policies (especially changes in the Basic Educational Opportunity Grants Program) are also assessed. (SF)

ED 176 963 SE 028 640

Dellens, Mike

Math Anxiety: What Can a Learning Center Do About It?

Pub Date-Apr 79

Note-14p.; Paper presented at the annual meeting of the Western College Reading Association (12th, Waikiki, Hawaii, April 7-15, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety, *College Mathematics, *Counseling, Desensitization, Higher Education, *Learning Laboratories, *Mathematics Education, Mathematics Instruction, Remedial Instruction, Student Characteristics, Study Skills

Identifiers-*Mathematics Anxiety

Some of the ways of dealing with math anxiety through a learning center are discussed. These are: (1) offering a non-credit basic mathematics review class; (2) offering one-hour focus groups covering study techniques for entry level math and science courses; (3) sponsoring an informal group dealing with math anxiety; (4) making math anxiety desensitization tapes available in a self-help laboratory; and (5) developing positive liaisons with math department faculty. (MP)

ED 177 034 SO 011 968

Wagstaff, Lonnie H. And Others
Principals and Citizenship Education: A Guide for Effective Leadership.
Ohio State Univ., Columbus. Mershon Center.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0050
Note-117p.; For related documents, see SO 011 969-973; Competency checklists may not reproduce clearly from EDRS in paper copy due to small print type of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Citizen Role, *Citizenship, Citizenship Responsibility, *Educational Improvement, Elementary Secondary Education, *Leadership, *Principals, Program Administration, Role Models, School Administration, School Environment, *Social Studies, Values

Part of the Basic Citizenship Competencies Project, this guide is intended for elementary and secondary school principals. It suggests school management practices and leadership strategies to be used in developing a favorable school climate for citizenship education, and in encouraging teachers to think systematically about citizenship goals and instruction. The objective of the entire project is to assist educators, parents, and community leaders in identifying basics, clarifying goals, making assessments, and developing action plans related to citizenship education. The administrative guide is designed to assist the principal in promoting the development of citizenship competencies. It is presented in five parts. Part I considers the importance of citizenship education for schools and principals. Part II describes elements of citizenship education by defining civic literacy and identifying seven basic citizenship competencies such as acquiring and using information, assessing involvement, making decisions, making judgments, communicating, cooperating, and promoting interests. Part III explains how principals model citizenship behavior for faculty and students. Part IV discusses three ways principals can promote better citizenship education, including curriculum and instruction, school climate, and linkage of school and community. Part V suggests leadership strategies for principals. Eight appendices include a summary of citizenship competencies, evaluation sources, bibliographies, school climate checklists, and a community resource checklist. (Author/CK)

ED 177 116 SP 014 595

Pine, Gerald J.

Management for Change: Ideologies of Consensus and Conflict in Teacher Corps.

Pub Date-79
Note-31p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Beliefs, *Change Agents, *Cooperation, Decision Making, Educational Administration, *Educational Change, *Educational Philosophy, *Management by Objectives, Needs Assessment, *Organizational Development, Social Values, Teacher Education
Identifiers-*Teacher Corps

Educational administrators and innovators need to become aware of the ideologies hidden in systematic management and organizational development theory if they wish to provide creative leadership in initiating and implementing educational change. Teacher Corps experience supports the notion that effective change is best implemented through a collaborative working relationship between teachers, administrators, students, and community members. A comparison of the consensus model and the conflict model of governance serves to illustrate the dissimilarities in the various schools of administrative thought. The Teacher Corps attempts to address the dilemma of creating a compromise management system in an educational organization previously structured around either a cold, strictly factual or a lax, personalized approach to management. The Corps suggests that administrators consider a different change model if educational change is not to be merely cosmetic, a possibility revealed by a case study concerning the detrimental effects racial tension exerted on a specific Teacher Corps project. (LH)

ED 176 608 HE 011 570

von Zur-Muehlen, Max

The Issue of Foreign University Teachers at Canadian Universities. Part III.

Pub Date-1 May 77

Note-92p.; Second draft

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Citizenship, *College Faculty, Faculty Mobility, Foreign Countries, Higher Education, *Immigrants, *Teacher Background, *Teacher Characteristics, Teacher Qualifications, Universities

Identifiers-*Canada

The hiring of foreign teachers by Canadian universities is examined. The characteristics of newly appointed teachers at Canadian universities in the early seventies are presented, with particular emphasis on their citizenship, legal residence status, previous employment, and former country of residence. During the period 1962-1963 through 1975-1976, about 60 percent of newly appointed university teachers have been Canadian citizens. During the past four years, close to 80 percent of new appointments have gone to Canadian citizens or landed immigrants of long standing. The non-Canadian component includes three distinct sub-groups: landed immigrants who have been in Canada for a number of years, most of whom did graduate work in Canada; landed immigrants who obtained this status in conjunction with their appointment; and non-immigrant foreign teachers with an employment visa or ministerial permit. Foreigners with employment visas are often hired on a temporary basis to replace permanent Canadian faculty on sabbatical or educational leave, frequently for only one semester. Universities are now required to submit proof that no qualified Canadian or landed immigrant of long standing is available and that the position was properly advertised in Canada before employment visas are issued. Considerable data on the characteristics of newly appointed university teachers and of immigrant and non-immigrant newly appointed foreign teachers are presented. Appendices include data on the immigration of university teachers to Ontario in 1975, notes on the previous employment of university teachers, and a press statement by the Canadian Department of Manpower and Immigration on foreign academics. (SC)

ED 176 626 HE 011 666

Kleppick, Annabelle L.

Crediting of Prior Experience (Alternatives for Meeting Credit Requirements).

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-HRP-0901507
Pub Date- 79
Contract-NO1-MB-44185
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Adult Students, *College Credits, College Faculty, College Students, Educational Quality, Equivalency Tests, *Evaluation Methods, *Experiential Learning, *Health Occupations Education, Higher Education, Institutional Characteristics, Interviews, Nontraditional Students, Portfolios (Background Materials), *Prior Learning, Program Evaluation, Student Evaluation, Work Experience
Identifiers-*Nontraditional Education

Techniques and problems involved with the assessment of prior experiential learning are discussed and the assessment techniques of baccalaureate health administration programs are reviewed. Experiential learning is defined as learning that an individual has attained through experience prior to enrollment in an academic program. Broadening access to higher education for adults and creating educational environments that can accommodate students' individual differences are viewed as important benefits of offering credit for experiential learning. Various models for assessing experiential education are described including: faculty-based, student-based, credit by examination, product assessment, self-assessment, observation of student performance, simulations, interviews, and oral tests. Appropriate applications for each model are suggested. A survey of 37 baccalaureate programs in health administration, investigating practices of granting credit for prior learning is also described. Enrollment figures, institutional characteristics, program size, year assessment of prior learning was initiated, credit policies and methods for assessment, number of credits granted, and limitations of the system are analyzed. Results of the survey indicate that institutions generally require students to undergo a rigorous evaluation process before credit for experiential learning is awarded. Multi-assessment measures are often employed and a limit may be placed on the number of possible credits awarded. It is suggested that improved and consistent evaluation methods are needed to deal effectively with prior learning. (SF)

ED 176 643 HE 011 722

Saiki, Patricia And Others

Bakke and Beyond. Invitational Regional Seminar. Collected Papers.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif.; Education Commission of the States, Denver, Colo.

Spons Agency-California State Postsecondary Education Commission, Sacramento.; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date-78

Note-173p.; Papers presented at several seminars in 1978; Best copy available

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education, *Admission (School), *Affirmative Action, College Students, Court Doctrine, Equal Education, Graduate Study, Higher Education, *Minority Groups, Quotas, *Racial Discrimination, Reverse Discrimination, Selective Admission, Sex Discrimination, *Supreme Court Litigation, Testing

Identifiers-*Bakke v Regents of University of California

A collection of papers and programs from a series of regional seminars conducted in 1978 and entitled ``Bakke and Beyond'' are presented. Cosponsored by the Education Commission of the States, the Aspen Institute, and the Western Interstate Commission for Higher Education, the programs focused on various impacts of the Bakke decision. Papers included from the several regional seminars are: a welcome speech on ``Bakke and Beyond'' (Patricia Saiki); The Educational Impact of Affirmative Action on Colleges and Universities (Barbara Newell); From Discrimination to Affirmative Action (Arvo Van Alstyne); The Decision and Its Background (Robert B. McKay) and a summary of remarks (Luis Nogales); From Discrimination to Affirmative Action (Vernon E. Jordan); The Remand of Bakke (Nathan Z. Dershowitz); Testing/Admissions: What Can and Cannot Be Done (Stephen J. Wright); After Bakke: The Role of the States (J. M. Rosser); The Bakke Decision and Graduate School Admissions: What Is Equitable? (James G. Traynham); Beyond Bakke: The Positive Benefits of Testing (Cameron Fincher); The Role of Testing in Affirmative Action and Supplementary Tables (Winton H. Manning); and Issues Related to Affirmative Action: Policies and Programs for Admission and Retention of Minority Students (Paul B. Mohr). (SF)

ED 176 661 HE 011 765

Fox, Marcia R.

Put Your Degree to Work. A Career-Planning and Job-Hunting Guide for the New Professional.

Pub Date-79
Note-169p.
Available from-W.W. Norton and Company, Inc., 500 Fifth Ave., New York, NY 10036 ($10.00)
Pub Type- Books (010) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Career Change, Career Development, *Career Planning, *College Graduates, *Employment Interviews, Employment Qualifications, Females, Graduate Students, Higher Education, *Job Applicants, Job Placement, *Job Search Methods, Job Skills, Labor Market, Occupational Information, Professional Occupations, Writing Skills
Identifiers-Reentry Workers

Career planning and job hunting for graduate students are discussed in this book. In Chapter One important career planning activities during graduate study are discussed including: academic advisement, assessment of career goals, and obtaining practical experience. Steps for conducting an effective job search are detailed in Chapter Two. The importance of clarifying job objectives; utilizing on-campus recruiting resources; the effective use of contacts, letters, and resumes; and special advice for conducting an out-of-state job search are discussed. Characteristics of an effective resume are examined in detail in Chapter Three. The discussion includes advice on resume content, appearance, and specificity. Recommendations for overcoming special resume "problems" such as previous firings and lengthy periods of unemployment are included. A section is also devoted to women who are returning to work after an extended absence. Similar information is provided about cover letters in Chapter Four. The importance of a well-written cover letter in gaining an interview is emphasized and advice on style and appearance is included. The final chapter discusses the job interview and offers advice on preparation and presentation. Psychological aspects of the interview procedure are examined and it is suggested that proper preparation can help overcome anxiety and insure a positive experience. Although the book is geared toward helping the graduate student make a successful transition from student to professional, the advice may also be applicable to undergraduate job seekers. (SF)

ED 176 738 IR 007 681

Nilsen, Alleen Pace Tyler, Karen Beyard

Promoting Educational Equity through School Libraries. Module 3: Sex-Fair Instructional Materials.

Arizona State Univ., Tempe.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date-78
Note-8p.; For related documents, see IR 007 677-683
Available from-edc/weeap Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 (this item $0.25, complete set of materials $4.75. Checks should be made payable to: Education Development Center)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Equal Education, Inservice Programs, Instructional Materials, *Instructional Materials Centers, Librarians, *Media Selection, *Media Specialists, School Libraries, *Sex Differences, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes

The sex-fair characteristics which school librarians and media specialists should look for in the content, language, and illustrations when selecting instructional materials are described in this third learning module of an inservice continuing education program. Recommended criteria for selection include the portrayal of approximately equal numbers of males and females as competent participants in the working world and in the home, as people having a wide range of behavioral traits, and as people making significant contributions to civilization. Indications of sex-fair language in school materials are listed as follows: (1) the use of masculine pronouns only when males are referred to, (2) use of neuter generic terms in preference to masculine generic terms, (3) use of neuter occupational titles, and (4) the exclusion of preventable sexist stereotyping. Similarly, sex-fair illustrations are said to be those which depict realistic percentages of males and females, symbolization without stereotyping, awareness of body language, non-sexual grouping, non-sexist sizing and coloration, and clothing appropriate to the task in which people are engaged. Further criteria are presented for identifying material which will counterbalance sexist materials more strongly. Exercises for this module are included in the accompanying activity book. (FM)

ED 176 826 JC 790 536

Reeb, Richard

Academic Calendars and Student Retention: An Ambiguous Relationship.

Barstow Coll., Calif.
Pub Date-23 Aug 79
Note-22p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Comparative Analysis, Courses, *Dropout Rate, Dropout Research, *Enrollment Influences, *Junior Colleges, Organizational Change, *Persistence, Quarter System, Research Problems, *School Calendars, Semester Division
Identifiers-Sequence Courses

In 1976, a study determined that student retention had increased markedly following Barstow College's transition from a semester to a quarter system. In 1979, another study was conducted to determine: (1) the accuracy of the 1976 figures; (2) the effect of the shortness of the time period considered in the 1976 study on its reliability; (3) the effect of the asymmetry of the enrollment figures with average daily attendance figures in the 1976 two-year comparison; (4) the completion rates in subsequent years; (5) the effects of the quarter schedule on completion rates in high enrollment courses; and (6) the effects on carry-through enrollments in sequence courses. The study reached the conclusion that the figures in the 1976 report were probably not accurate, due to the facts that completely comparable information on completions did not exist, that one year under each calendar was insufficient for comparison purposes, and that inexactness in record-keeping under both calendars rendered all conclusions in both studies somewhat tenuous. The 1979 study also concluded that: the completion rates since the transition to the quarter calendar remained fairly consistent; the completion rates in English composition and United States history classes (high enrollment courses) were similar under both calendars; and that sequence courses suffered some enrollment declines in the quarter calendar. (AYC)

ED 176 844 JC 790 592

Beck, J. Milton

Proposal to Implement a Capital Outlay Funding Program in California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-Sep 78
Note-93p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agency Role, Budgeting, *Capital Outlay (for Fixed Assets), Community Colleges, Educational Finance, *Facility Planning, *Finance Reform, Financial Policy, Financial Support, *Junior Colleges, Program Development, School District Autonomy, State Agencies, *State Aid, State School District Relationship, *Statewide Planning, Unit Costs
Identifiers-*California

This proposal outlines a three-part capital outlay plan designed to meet specified educational planning principles, to eliminate duplication of control by district and state agencies, and to direct state planning personnel from project justification to planning assistance. The proposal first discusses current problems, including multi-directional objectives, varied outlay and procedural requirements, and multi-faceted operational procedures, as a rationale for a new outlay program. Capital construction is then discussed in terms of income, distribution, and facilities planning. Specific to an income plan, techniques are demonstrated for using the day-graded student unit to determine the amount of income to be made available each year to the Board of Governors by the State Department of Financing. The proposal then details the objectives of distribution planning and illustrates a distribution formula based on capacity/load ratios, relative district abilities, college size factors, and effort factors. The facilities plan separates and classifies planning functions between the various state and district agencies, considering district autonomy as well as state prerogatives. Finally, transitional requirements, including a handbook and budgetary and legislative considerations, are discussed. (JP)

PS

ED 176 863 PS 010 844

Nimnicht, Glen P. And Others

An Experimental Training Program for Head Start Teachers and Assistants: A Report at the End of the Third Year of a Continuing Project. Summary.

Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-25 Jan 71
Note-171p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Achievement Tests, Classroom Observation Techniques, Compensatory Education Programs, Early Childhood Education, *Experimental Programs, *Inservice Education, Preschool Children, *Program Development, Self Concept Tests, *Teacher Education, *Teacher Evaluation, Teacher Workshops, Videotape Recordings
Identifiers-*Project Head Start, Responsive Environment Model

This report describes the implementation of a training program designed to help Head Start teachers and assistants use the Responsive Model Head Start program in their classroom. Teachers trained at five locations in California with workshops and inservice training units, were required to study materials, videotape themselves with children, and mail the videotapes for critique. Experimental training programs for 1967-68, 1968-69, and 1969-70 are described in detail. The first year's experimental program focused on the implementation of the on-site training program. To measure teacher change a teacher rating scale was developed. The second year's experimental program focused on the introduction of Program Advisors (PAs) into the training program. Information collected in eight Head Start communities that implemented the Responsive Model during the 1968-69 school year is presented. The third year was a field test of the first year's training program. The procedure of having Laboratory staff members train PAs who in turn trained 10 teachers and their assistants was continued. Two assessment instruments were developed: the Responsive Self-Concept Test and the Responsive Achievement Test. Fourth year program objectives are listed and discussed. Workshop and inservice training units are outlined and related program materials, including a guide to using the Responsive Model Observation Schedule, are appended. (Author/RH)

References in Early Childhood Services: A Bibliography of Published Materials Pertaining to Child Care and Development Services and Programs.

Central Washington State Coll., Ellensburg. Washington Center for Early Childhood Education.
Spons Agency-Washington State Dept. of Social and Health Services, Olympia.
Pub Date-Jul 78
Note-108p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Child Care Centers, Child Care Workers, *Day Care Services, *Early Childhood Education, Family Day Care, *Policy, *Program Administration, *Program Development, Program Planning, *State Legislation

This categorized and cross-referenced bibliography of more than 400 books and pamphlets related to early childhood services was compiled to provide an extensive bibliographical resource for people involved in various aspects of child care, with particular focus on day care operation, state regulation, and policy formulation. Also included is a list of approximately 70 books which have been reviewed and critiqued. Categories are: theory/philosophy; trends/issues; research on children; policies/regulations; career training/staff development; program planning/design; program administration; curriculum and materials; children with special needs; family/parent relations; assessment/evaluation; and other bibliographies. (Author/MP)

ED 176 902 RC 011 187

King, Lovern Root, Ed.
Native American Adult Reader I.
United Indians of All Tribes Foundation, Seattle, Wash.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date-77
Note-38p.; Related documents are RC 011 187 and RC 011 644-646
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, Adult Reading Programs, *American Indian Culture, *American Indian Education, Beginning Reading, *Cultural Background, Culture Conflict, *High School Equivalency Programs, History, Reading Instruction, *Reading Materials, Reading Skills, *Tribes
Identifiers-Oral Tradition, Tribal Government

Aspects of Native American history and culture as well as issues and concerns of American Indians are presented in the twelve short articles in this reader for adults. Intended for use in an adult basic education/GED program, the reader features simply written stories (for grades 0-3), illustrations, vocabulary lists and student study questions. Three of the articles are quotes from famous chiefs: Sitting Bull of the Sioux, Chief Joseph of the Nez Perce, and Young Chief of the Cayuse. In Early Memories'' A Salish Indian remembers the hot summer night when court officials suddenly seized his brothers and sisters and took them from the care of their aunt and uncle. Relocation'' is concerned with Native American identity in contemporary society as it tells of a young Cherokee's visit to Chicago and his decision not to stay in the big city. An Indian viewpoint on education is presented in Nanalook'' as an elderly Eskimo learns to read and write in adult education classes. Indian and Proud'' is concerned with the future of American Indians and with their gaining control over their own affairs. Vision Quest'' deals with a young boy's search for spiritual guidance and the medicine powers he receives from his quest. The Puyallup story of creation is told in How Muskrat Got the Land''. Other articles within the reader deal with particular tribal traditions, including Indian food sources, the Suquamish economy, and tribal governments of the Fox Society. (DS)

ED 176 920 RC 011 630

Maynes, J. O.

Arizona State Plan for the Education of Migratory Children Fiscal Year 1980.

Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date-Jul 79

Note-67p.; Pages 39 and 40 may not reproduce ; Best copy available

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Delivery Systems, Federal Aid, Government Role, Mexican Americans, *Migrant Education, Migrant Health Services, Migrant Welfare Services, *Program Administration, Program Budgeting, *Program Planning, *State Programs

Identifiers-*Arizona

Documentation forwarded to the U. S. Office of Education describing the Arizona State Plan for the Education of Migrant Children for fiscal year (FY) 1980 and requesting financial assistance to provide supplemental educational and support services to children of migratory farmworkers and fishermen enrolled in local school districts is presented. The program is designed to serve more than 14,000 eligible children (predominantly Spanish-speaking Mexican Americans) by developing oral language skills; promoting general well being through the provision of medical, dental, and nutritional services; and providing occupational skills and knowledge of career opportunities. Materials include the state plan administration; organizational chart of the Arizona Department of Education; program definitions; certification by the state attorney general that the Arizona State Board of Education is the appropriate agency to submit and implement this plan; copies of the application for federal assistance and project approval information; budget figures totaling $5,842,280.00 available for FY 1980; program narratives for 1979 carry-over funds and FY 1980 stating objectives and need for this assistance, result or benefits expected, plan of action, activities scheduled, data to be collected, project workers, geographic location information, biographical sketches of key personnel, and accomplishments to date; and assurance of compliance. (NEC)

ED 176 938 RC 011 659

Preston, Rosemary A.

Education and Migration and Their Relationship to the Occupational Opportunities of Rural People in Highland Ecuador. Working Paper 237.

Pub Date-Nov 78

Note-37p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Access to Education, Developing Nations, *Educational Disadvantagement, Educational Opportunities, Elementary Secondary Education, *Employment Opportunities, Equal Education, Manpower Utilization, *Rural Areas, *Rural to Urban Migration, *Rural Urban Differences

Identifiers-*Ecuador

The level of education generally available in rural Ecuador does not permit the rural child the same educational and occupational opportunities as those of a town child. The lack of secondary education opportunities is one reason for this, but inadequacies in the primary schools are a more formidable obstacle. Rural schools rarely offer more than four primary grades, the teachers generally have less training than their city counterparts, and several grades are usually taught by a single teacher. Moreover, at present major government planning policies ``see no need to further educate the rural labour force''. For a rural resident, the first step to upward mobility is to procure a non-agricultural job, and to do this, he must migrate to an urban area. Of the five case study areas examined in this report, 61 percent of those with five years or more of school experience left their rural communities. Even though they were the best educated from the countryside, these people could only aspire to the worst jobs in town. Manpower requirement predictions for 1980 indicate that people with no more than primary education will be unqualified for anything other than unskilled occupations or farming. Because of their place of birth and abode, half the working population of Ecuador will be relegated to the lowest levels of the occupational ladder. This trend will continue as long as education provision of rural areas is so far behind that of towns. (DS)

SE

ED 176 988 SE 028 988

Blosser, Patricia E., Ed. Steiner, Robert L., Ed.

Investigations in Science Education, Vol. 5, Special Issue. Expanded Abstracts and Critical Analyses of Recent Research.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date-79

Note-86p.; Contains marginal legibility in some Figures and Tables

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Subscription $6.00, $1.75 single copy)

Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Classroom Research, Concept Formation, *Educational Research, Educational Researchers, Evaluation, Instruction, *Learning, Preservice Education, Research, *Research Methodology, Research Utilization, *Science Education, Teacher Education

Identifiers-National Assn for Research in Science Teaching

This issue contains copies of the five principal addresses given at the 1979 annual meeting of the National Association for Research in Science Teaching. The five papers speak to the theme of the meeting The Impact of Learning Paradigms on Teaching and Research.'' Titles of the papers and their authors are: The Implications of Paradigm-Based Research for Science Education Research'' by Carl Berger; The Reception Learning Paradigm'' by Joseph D. Novak; The Hierarchical Learning Paradigm'' by Howard Jones and J. Michael Russell; The Developmental Learning Paradigm'' by Anton E. Lawson; and The Impact of Paradigm-Based Research Upon Classroom Practice'' by Rita Peterson. (Author)

Navigation. Northern New England Marine Education Project.

Maine Univ., Orono. Coll. of Education.; Maine Univ., Orono. Sea Grant Program.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-78
Note-51p.; For related documents, see SE 029 132-135; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Astronomy, Earth Science, Ecology, Environment, *Environmental Education, Geography, Geometry, Interdisciplinary Approach, *Mathematics Education, *Navigation, Ocean Engineering, Oceanology, *Science Education, *Secondary Education, Technical Education, Technolcgy
Identifiers-*Sea Grant

This guide provides student practice problems which use the procedures of ship navigators to reinforce the skills of mathematics learned in the secondary school and which seek to provide examples of the application of mathematical concepts. Along with the practice problems, teacher background material is provided briefly in the body of the unit. More detailed explanations are provided in the appendices. A reference section is included. (RE)

ED 177 088 SP 011 587

Proceedings of the National Conference on Collaboration.
Florida Univ., Gainesville. Coll. of Education.
Spons Agency-Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Feb 74
Note-267p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Cooperative Planning, Curriculum, *Interinstitutional Cooperation, Performance Based Teacher Education, Program Development, Program Effectiveness, *Teacher Education, *Teaching Methods, *Team Administration, *Teamwork
Identifiers-*Collaboration, Florida

This collection focuses on the issue of collaboration in teacher education. Essays, program descriptions, materials development reports, and educational policy discussions debate the role collaboration may play, and argue the relative effectiveness of various programs based on cooperative effort of different genres. The Florida model in particular is examined. Micro-teaching, performance-based educational principles, and effective organizational design of collaborative programs are treated. The proceedings include statements by a panel of experts in the field of collaborative education as well as presenting four different case studies. (LH)

ED 176 785 IR 007 747

Licht, Harvey

Information Consultation: Indirect Information Services for the Community.

Resources for Community Alternatives, Santa Fe, N. Mex.
Pub Date-Feb 78
Note-23p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Role, *Community Agencies (Public), Community Consultants, *Information Services, Library Role, Private Agencies, Public Libraries
Identifiers-*Information Consultants

This outline of a model for future expansion of information services to community agencies introduces the concept of information consultation, which emphasizes the indirect services provided by one agency to another. The article is divided into three sections: (1) a review of mental health consultation, which offers existing, professional indirect services; (2) the development of a parallel definition of information consultation, with a discussion of the range of information consultation activities; and (3) a consideration of which agencies in the community might best provide information consultation services (public libraries and private agencies) and a review of how this would change their role in the community. (Author/JD)

ED 176 808 IR 007 833

Federico, Pat-Anthony Landis, David B.

Predicting Student Performance in a Computer-Managed Course Using Measures of Cognitive Styles, Abilities and Aptitudes.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-79-30
Pub Date-Aug 79
Note-33p.; For related documents, see ED 160 872, ED 165 792, IR 007 583, IR 007 590, and IR 007 622 ; Parts may not reproduce clearly
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Cognitive Ability, *Cognitive Style, Computer Managed Instruction, Educational Research, *Electricity, *Military Training, *Student Characteristics

Measures of cognitive styles, abilities, and aptitudes from a sample of 166 Basic Electricity and Electronics School graduates were analyzed to determine if they were predictive of student achievement and times to complete instructional modules. Objectives of the research were to (1) identify measures of cognitive characteristics that may be predictive of student achievement in the first of 11 modules of the BE/E School; (2) determine whether the predictor pattern changes across the rudimentary modules of BE/E school; and (3) propose procedures for adapting instruction to student cognitive characteristics so as to improve student achievement and reduce the time to complete the basic modules. Graduates were measured on 24 cognitive characteristics. Using these data as predictors and module test scores and times to complete the modules as criteria, 22 stepwise regression analyses and two canonical analyses were computed. Results indicated that in seven of the eleven modules, measures of cognitive styles and/or abilities contributed more to the prediction of student achievement than did measures of cognitive aptitudes. In all 11 modules, measures of cognitive styles and/or abilities accounted for more of the variance in times to complete the modules than did measures of cognitive aptitudes, and shifts in predictor patterns were related to whether students were required to remember or use facts, concepts, principles, and/or rules. (Author/RAO)

JC

ED 177 052 SO 011 986

Kinsey, David C., Ed. Bing, John W., Ed.
Nonformal Education in Ghana: A Project Report.
Massachusetts Univ., Amherst. Center for International Education.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-Oct 78
Note-200p.; For a related document, see SO 011 997
Available from-Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($5.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, Community Involvement, *Developing Nations, *Educational Development, Foreign Countries, *Interinstitutional Cooperation, International Programs, Models, *Nonformal Education, *Program Development, Rural Areas
Identifiers-*Ghana

The document describes a rural nonformal education field service grant project in Koforidua, Ghana, carried out by the University of Massachusetts' Center of International Education in collaboration with the University of Ghana's Institute of Adult Education and the People's Education Association of Ghana. The project was designed to increase the capability of the university to assist developing countries with development-oriented nonformal education programs. Special program characteristics include combined service, training, and research; tripartite institutional relationships; interinstitutional collaboration; an action-based training model; short term staffing; and multiple small projects. The document is presented in seven chapters. Chapter I describes the purpose and nature of the project, the participating organizations, and the initial organization, site exploration and selection, and developmental phases. Chapter II discusses theoretical considerations of collaborative programs, design issues, related specific aspects of the Ghana program, and offers staff comments on the collaborative process. Chapters III through VI examine the rationale, description, and possible insights obtained for each subproject, such as a village facilitation branch model, popular culture models, an adult literacy program, and wayside mechanics workshops. Chapter VII offers observations and conclusions about the overall program characteristics. Continuing activities in Ghana after the end of the project indicated program effectiveness. (CK)

ED 177 070 SO 012 007

Piltch, Benjamin

Linkage Manual V, Social Studies II.

New York City Board of Education, N.Y.

Pub Date-Feb 78

Note-148p.; Captions under photographs may not reproduce clearly in paper copy due to small print type throughout original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Ancient History, Cultural Awareness, *Educational Objectives, *History Instruction, *Inquiry Training, Junior High School Students, *Learning Activities, Reading Skills, Secondary Education, *Skill Development, *Social Studies

The linkage manual presents social studies material in story outline form. Linkage refers to the bonding of study skills (particularly logical thinking and reading) with subject area content. The document is intended as an aid to intermediate and junior high school classroom teachers as they develop and/or adapt social studies materials to meet the particular needs of their students. Seventeen sample lessons are presented. Topics focus on life in earliest times, earliest civilizations, contributions of ancient China to the world, events leading to the crusades, and reasons for seeking a new route to the East. Activities involve students in locating answers, using charts and diagrams presented in the lessons, writing brief answers to questions based on reading in the lessons, drawing time lines, listing sequences of events, participating in educational games, and matching ideas with clues presented in the lessons. For each lesson, information is presented on a social studies objective; a reading objective; background information involving illustrations, maps, and questions; vocabulary development exercises; context clue exercises; silent reading suggestions; and reading and social studies questions. Supplementary reading suggestions are listed for each topic. (DB)

ED 177 142 SP 014 834

Bover, Ronald And Others

How To Conduct a Teacher Center Talent Search.

American Federation of Teachers, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-2 Jul 79
Contract-400-77-0002
Note-31p.
Available from-AFT Teacher Center Resource Exchange, 11 Dupont Circle, Washington, D.C. 20036 (Free)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Employee Responsibility, Employment Interviews, Employment Qualifications, Job Applicants, *Occupational Information, *Personnel Selection, *Professional Personnel, *Staff Improvement, *Teacher Centers

This guide is designed for the use of teacher center leaders who are responsible for hiring professional staff members for the center. Samples of application forms for different positions are included as well as descriptions of interview techniques, ways of advertising positions, and procedures for committee action. (JD)

ED 176 589 FL 010 823

Jarvis, Gilbert A. Adams, Shirley J.

Evaluating a Second Language Program. Language in Education: Theory and Practice, No. 10.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-44p.
Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Observation Techniques, Data Analysis, Data Collection, *Educational Objectives, *Evaluation Methods, Guidelines, Instructional Materials, Language Instruction, *Language Programs, Language Tests, Measurement Instruments, *Program Evaluation, *Second Language Learning, Student Behavior, *Student Evaluation, Teacher Behavior
Identifiers-Information Analysis Products

This introduction to second language program evaluation begins with a rationale outlining the major issues involved in program evaluation. Procedures for evaluation are described, and examples are offered of goal statements, sub-goal statements, curriculum objectives, and learning objectives. Guidelines for judging a statement of aims are listed. Procedures are set forth for selecting measurement instruments (including discussion of several specific instruments), and for collecting and analyzing data. Evaluation of classroom behavior and of instructional materials is outlined under the headings of student population, program scope, administrative considerations, methodology/classroom activities, teacher/student behavior, testing, materials, and facilities. Suggestions are offered for writing evaluation reports. Appendix A describes principal evaluation models, and Appendix B discusses two specific observation instruments. (JB)

O'Connell, William R., Jr., Ed.
Improving Undergraduate Education in the South.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-79
Note-72p.
Available from-Southern Regional Education Board, 130 Sixth St., N.W., Atlanta, GA 30313
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Change Strategies, *College Instruction, College Students, Curriculum Development, Educational Alternatives, Educational Assessment, Educational Change, Educational Innovation, Educational Objectives, Educational Quality, *Effective Teaching, Faculty Development, Higher Education, *Instructional Improvement, *Southern States, Teacher Improvement, Teaching Methods, *Undergraduate Study

Focus in this report is on ways to improve the learning process in higher education through programs aimed at the improvement of college teachers and college teaching methods. Divided in two sections (Regional Action for Change and Resources for Change), various authors present information on target areas for improvement. Such areas include competency-based education, programs for faculty improvement, improving instruction for undergraduates, and the development of human resources. Some changes suggested are: (1) off-campus education in the form of internship programs as well as credit given for past learning; (2) variations in the duration of education, such as the three-year bachelor's degree; (3) increased student participation in program development; and (4) changes and variations in teaching methods in the form of tutorial programs, independent study, and use of the media. Several methods of implementing change were adapted such as: a clearinghouse of information about programs of change and new directions; study areas in which change is contemplated or is taking place; establishment of authoritative bodies charged with making recommendations for change; and a program of information directed to those influential segments of the community likely to be interested in promoting educational change. Future SREB plans consist of putting into action the recommendations and ideas within this report. A listing of the regional resources for change in undergraduate education is appended. (LC)

ED 176 717 IR 007 541

Howder, Murray L.

The First Soviet-American Library Seminar: A Summary.

Pub Date-May 79
Note-7p.; For related documents, see IR 007 541-547
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Analysis, International Programs, *Library Administration, Library Education, Library Networks, *Library Planning, Library Programs, *Library Role, Library Services, National Libraries, Seminars
Identifiers-*United States, *USSR

The first Soviet-American Library Seminar provided general comparisons and contrasts, similarities and dissimilarities, between Soviet and American libraries, and stressed the differences in understanding library terms, the need for long-range planning, demographic changes and their effect on library services, and library automation. An introductory session outlined procedures to be observed and presented representatives of the host organizations. Opening presentations described the library as a multimedia catalog of many civilizations'' and praised the collaboration between the USSR and the United States in the library field, observing that such cooperation is within the terms of the Helsinki accord. During the formal afternoon sessions, Soviet delegates presented condensed versions of prepared papers and American reactors commented on each paper and asked questions drawn from prepared reactions. Afternoon presentations from the Soviet representatives discussed development and planning in Soviet library systems, library statistics, the role of the national library, the role of libraries in the satisfaction of the information needs of specialists, the network of children's libraries, and training of librarians. (CWM)

ED 176 763 IR 007 717

Lan, Quah Swee

Resource Sharing in Singapore Libraries.

Pub Date-Sep 77
Note-17p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session Seminar on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722 ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographies, *Developing Nations, Educational Programs, *Information Dissemination, *Information Networks, Inservice Education, International Educational Exchange, Library Acquisition, *Library Cooperation, *Library Networks, *National Libraries
Identifiers-Asia (Southeast), Malaysia, *Singapore

This paper reviews resource sharing on three levels: (1) Singapore, (2) jointly with Malaysia, and (3) Southeast Asia. Topics covered include staff training, cooperative acquisition, bibliographical projects, the Cooperative Microfilming Program, the Microfilm Clearing House, and the proposed Consortium of National Libraries and Documentation Centers for Southeast Asia. Conclusions indicate that Singapore enjoys good cooperation among libraries, and with links and contacts established with Malaysian and ASEAN neighbors, resource sharing will become a matter of course in the area. (Author/JEG)

ED 176 964 SE 028 819

Kahl, Stuart

Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-NAEP-09-MA-02
Pub Date-Aug 79
Contract-OEC-0-74-0506
Note-83p.; For related document, see SE 028 820
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted); and NAEP, 1860 Lincoln St., Denver, CO 80295 ($4.65)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Achievement, *Basic Skills, Calculation, *Educational Assessment, Educational Research, Elementary Education, Evaluation, Mathematical Concepts, *Mathematics Education, *National Surveys, Secondary Education, *Student Ability
Identifiers-*National Assessment of Educational Progress

This is one of a series of reports summarizing the results of the second mathematics assessment conducted by the National Assessment of Educational Progress (NAEP). Nine, 13- and 17-year-olds were assessed during the 1977-78 school year. The assessment measured achievement in various content areas at four levels of cognitive processes (knowledge, skill, understanding, and application). This report describes performance on knowledge and skill items. The report includes results for mathematical knowledge in the areas of numbers and numeration, geometry and measurement. The results for skills are divided into computational skills (computation with whole numbers, fractions, decimals, integers, percent, and conversion between fractional form) and other mathematical skills (measurement, reading graphs and tables, geometric manipulations, algebraic manipulations and estimation skills). The report also includes group results, age level comparisons and observations on the results. The observations, consisting of interpretation, consideration of implications, and recommendations, were made by a panel of persons active in the field. It was the judgment of this panel that while performance is generally satisfactory for knowledge and whole number computational skills, achievement in many other areas is below desired levels. Among the five recommendations is that the remedy for areas in which performance is not satisfactory should not be to expand rote drill and mechanistic teaching approaches but should strive to promote understanding. (PK)

ED 176 884 PS 010 915

Peterson, Penelope L. Janicki, Terence

Individual Characteristics and Children's Learning in Large-Group and Small-Group Approaches. Report from the Project on Studies of Instructional Programming for the Individual Students.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TR-496
Pub Date-Apr 79
Grant-OB-NIE-G-78-0217
Note-44p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Age Differences, *Cognitive Style, Elementary Education, *Elementary School Students, Fractions, *Individual Differences, *Large Group Instruction, *Learning, Low Ability Students, *Small Group Instruction, *Student Ability, Student Attitudes, Teaching Techniques

This study investigated aptitude-treatment interactions (ATI) in fourth, fifth, and sixth grade students' learning in large and small group teaching approaches. Each of two elementary teachers taught a two-week fractions unit to two classes of randomly assigned students. Each class received one approach. Students completed aptitude measures at the beginning of the study, and achievement, attitude, and retention measures at the end. Regression analyses showed significant ATI for preference for approach and for ability. Students who said they preferred small groups did worse in that approach than in the large-group approach. High ability students performed better and had more positive attitudes in the small group approach, and low ability students performed better and had more positive attitudes in the large group approach. High ability students benefited by "teaching" their peers in the small group. (Author/MP)

ED 177 015 SE 029 135

The Edible Blue Mussel: A Learning Experience for Marine Education. Northern New England Marine Education Project.

Maine Univ., Orono. Coll. of Education.; Maine Univ., Orono. Sea Grant Program.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date-78
Note-21p.; For related documents, see SE 029 132-134; Not available in hard copy due to copyright restrictions
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Class Activities, Earth Science, *Ecology, Elementary Secondary Education, *Environmental Education, *Interdisciplinary Approach, Language Arts, Marine Biology, Mathematics Education, *Oceanology, *Science Education, Social Studies
Identifiers-*Sea Grant

The major unifying concept for each of the disciplinary sections in this curriculum infusion unit is that the blue mussel is an easily obtainable, high quality, very palatable seafood. A section is provided for teacher familiarity with the anatomy and ecological background of the mussel. The guide is arranged by discipline areas. Sections provide objectives and directions for activities involving use of mussels to portray concepts of the discipline. (RE)

ED 177 089 SP 012 786

Guba, Egon G. Clark, David L.

The Configurational Perspective: A View of Educational Knowledge Production and Utilization.

Council for Educational Development and Research, Washington, D.C.
Pub Date-Nov 74
Note-88p.
Pub Type- Historical Materials (060) - Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Development, Educational Policy, Educational Research, *Federal Government, *Government Role, Productivity, *Relationship, Research Utilization, *Systems Approach

The method by which the systems view of educational knowledge production and utilization (KPU) has emerged from the federal experience of the last twenty years (1954-1974) is discussed. The impact of this approach on more recent federal KPU programs is considered, and the suitability of such an approach with regard to meeting the proposed criteria of ``completeness, balance, and realism'' in the educational milieu is debated. An alternative approach, the configurational view, is contrasted with the systems approach, and the suggestion is made that use of the configurational model to generate federal policies for educational KPU would result in more productive relationships between both federal funding agencies and KPU units in the field, as well as between KPU units themselves. (LH)

ED 177 117 SP 014 596

Shanks, Robb L.

Physical Education (Skill) Performance Objectives: Elementary and Secondary.

Interstate Project for State Planning and Program Consolidation.; Wisconsin State Dept. of Public Instruction, Madison.

Report No.-WSDPI-Bull-5010

Pub Date-Jun 74

Note-179p.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adapted Physical Education, *Elementary Secondary Education, Exercise (Physiology), Motor Development, *Physical Education, Physically Handicapped, Program Design, *Psychomotor Objectives, Psychomotor Skills, *Skill Development, *Teaching Methods

A set of minimum physical education skill objectives, basic motor performances all elementary and secondary school children should be capable of demonstrating are presented in the form of specific drill instructions. Divided into grade levels for purposes of assessment, the exercises are intended to be ungraded activities. The rationale for this attitude is that physical education students are participants in a constant continuum of growth, rather than bound into a rigid skill-level classification. The objectives are described at two levels of performance, the terminal level (representing the skill to be acquired) and the enabling level (describing the behavior that effectively guides the learner along the skill continuum). The skills are also adaptable to physical education programs serving handicapped children. (LH)

ED 177 143 SP 014 838

Krueger, Christine

Growth, Rewards, Collaboration in the TEC State.

Florida Univ., Gainesville.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jul 79

Contract-G007700121

Note-60p.; For related document, see ED 166 148

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College School Cooperation, Decision Making, *Inservice Teacher Education, Motivation, Reinforcement, Resource Centers, *Rewards, *Skill Development, *Teacher Centers, Teacher Role, Teaching Methods, *Teaching Skills

Identifiers-Florida

This document represents a continuation of efforts partially reported in UNIVERSITIES AND TEACHER EDUCATION CENTERS IN FLORIDA. The present (1979) report presupposes the reader's familiarity with the contents of that previous document, and attempts to add to the picture of universities and TEC's by updating developments through the 1978-79 service year. Special attention is paid to issues relating to funding and on rewards to faculty for TEC activities. The increased teacher role in the TEC decision-making process, and the results of that increase are also discussed. Data for this report were gathered from TEC and university staff meetings, from interviews of individuals variously involved with TEC throughout the state of Florida, and from questionnaires completed by 17 TEC directors and 64 college of education faculty members during April 1979. (Author/LH)

ED 176 609   HE 011 571

von Zur-Muehlen, Max
Foreign Students in Canada and Canadian Students Abroad.
Statistics Canada, Ottawa (Ontario).
Pub Date-13 Mar 78
Note-185p.; Document prepared through the Institutional and Public Finance Statistics Branch
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*College Students, Enrollment Rate, *Foreign Students, *Geographic Distribution, Graduate Students, Higher Education, *Student Characteristics, Student Costs, Study Abroad
Identifiers-*Canada

Statistical information about foreign students attending Canadian educational institutions and on Canadian citizens and landed immigrants who have obtained their university education abroad is presented and discussed. A review of Canada's dependence on foreign-trained university graduates indicates that almost 20 percent of Canadian university graduates obtained their degrees abroad and that about 60 percent of doctoral graduates obtained their degrees abroad. The number of Canadians studying abroad declined from nearly 16,000 during the 1960s to around 10,000 by the mid-seventies, but this number has begun growing again. About 75 percent of these Canadians are studying in the U.S., with most of the remainder in either British or French universities. There was a marked growth in the number of foreign students admitted to Canada between 1973 and 1976, but the number declined in 1977. Foreign students constituted about 5.3 percent of total full- and part-time university enrollment in 1977-1978 and significantly higher percentages at the masters and doctoral levels. The percentage of foreign students attending Canadian educational institutions who come from the U.S. declined between 1973 and 1977, while the proportion from Hong Kong and from underdeveloped countries had increased substantially. Data are presented on the geographic distribution of foreign students in Canada, on their level and place of study, and on their geographic origin. Appendices include sources of data, explanatory notes on the limitations of the data, tables, and a discussion of marginal student costs. (SC)

ED 176 644 HE 011 723

Gat, Dimitri V.

Toward a University-Based Flexibility in Lifelong Learning.

Pub Date-Oct 78

Note-15p.; Paper presented at the Educational Futures Conference of the World Future Society (Houston, Texas, October 20-22, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Strategies, *College Role, Community Involvement, *Continuous Learning, *Educational Alternatives, Educational Change, Futures (of Society), Higher Education, Institutional Characteristics, Outreach Programs

Identifiers-*Lifelong Learning, Linkage, *Nontraditional Education

In an examination of the characteristics of universities, a plan for an educational linkage unit to facilitate lifelong learning is suggested. The five functions of higher education are defined as trusteeship of cognitive culture, research and graduate training, socialization, certification, and service to society. Factors influencing change are identified and include, in part, greater diversity of student populations, pressures of inflation, and growth and complexity of the knowledge base. Reasons for the difficulty higher education has had in responding to the need for change are examined. Among the reasons cited are the lack of a mandate, staffing problems, the existing reward system, and inflexibility. The education linkage unit is proposed as one solution. The units would provide (1) diversity through linkage with other institutions and resources of learning; (2) brokerage, enabling needs to be met as they arose by going without the institution for funding; and (3) catalyst; providing a neutral forum for exchange. Characteristics of the education linkage unit are outlined, including such elements as active involvement of community service groups in curriculum and program development. Suggested activity areas for the unit are described (e.g., designing, implementing, and evaluating community-based educational programs in parenting and family skills, career vocational planning, and other related activities). (PHR)

ED 176 680 HE 011 821

Inconsistencies in Awarding Financial Aid to Students Under Four Federal Programs. Report to the Congress of the United States by the Comptroller General.

Comptroller General of the U.S., Washington, D.C.
Pub Date-May 79
Note-78p.; Appendix on OE student aid programs may not reproduce well due to light type
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W., Washington, D.C. 20548 ($1.00 for single copies)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, Change Strategies, College Role, Comparative Analysis, *Cost Effectiveness, *Eligibility, Evaluation Methods, *Federal Aid, *Federal Programs, Government Role, Higher Education, *Need Analysis (Student Financial Aid), Program Evaluation, Resource Allocations, *Student Financial Aid, Student Loan Programs, Student Needs
Identifiers-Basic Educational Opportunity Grants, College Work Study Program, National Direct Student Loan Program, Supplemental Educational Opportunity Grants

Four federal programs were investigated for inconsistencies in awarding financial aid to college students: the Supplemental Educational Opportunity Grants, Basic Educational Opportunity Grants, College Work-Study Program, and National Direct Student Loan Program. Their methods for determining student need and their legislative histories are described. The allocation of campus-based funds is examined and it is concluded that the formulas allotting campus-based aid to states are inadequate and inconsistent in their treatment of need. It is also suggested that institutions inflate the amounts requested on applications for aid. Different systems used for determining need are discussed, that produce different measures of need assessment and increase processing costs. It is recommended that a single need analysis formula be instituted. Inconsistent distribution of aid to students is examined in terms of over-awards and unmet needs. It is suggested that too often the neediest students are not always awarded the most aid. Identifying overlaps with other aid sources such as veterans assistance and athletic scholarships is recommended to insure equity, and maintenance of academic standards is considered an important criteria for awarding aid. A glossary of terms is provided. Appended are an overview of Office of Education student aid programs for fiscal years 1974-78, information used in selecting postsecondary schools for this study, and a letter from the Office of Management and Budget. (SF)

ED 176 718 IR 007 542

Kobzarenko, N. S.

Library Service for Children in the USSR. Reaction paper by Marilyn L. Miller.

Pub Date-May 79
Note-55p.; Papers presented at the Soviet-American Library Seminar (1st, Washington, D.C., May 4-6, 1979); For related documents, see IR 007 541-547 ; Best copy available
Language-English; Russian
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Translations (170)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Centralization, Childhood Interests, *Children, Childrens Books, Comparative Analysis, Directed Reading Activity, Foreign Countries, Librarians, Library Networks, Library Programs, *Library Role, *Library Services, *National Libraries, Public Libraries
Identifiers-United States, *USSR

The development and management of children's libraries and library services in the USSR are discussed by N.S. Kobzarenko, State Republican Library for Children of the Ukraine, and comparisons and contrasts between that system and the U.S. system are outlined. Kobzarenko notes that library services for children, established along directives from V.I. Lenin, exist to help schools ensure educational process, to aid in the development of a child's personality and morals, and to assist parents, teachers, and educators with questions regarding children's reading. Materials are regulated through a centralized State library system which publishes books through its own publishing houses. Librarians are trained in the guidance of reading using various detailed methods and programs. The improvement of professional skills of the staff is recognized through methodical centers for research and through government standards. Marilyn Miller, from the University of North Carolina School of Library Science, points out that library services in the United States and the USSR reflect each nation's ideological, social, and economic philosophies while both are dedicated to the welfare of the children served. Objectives for public library service, programming, and collections are compared. (CWM)

Nilsen, Alleen Pace Tyler, Karen Beyard

Promoting Educational Equity through School Libraries. Module 4: Sex-Fair Resources for School Libraries.

Arizona State Univ., Tempe.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-29p.; For related documents, see IR 007 677-683

Available from-edc/weeap Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 (this item $0.75, complete set of materials $4.75. Checks should be made payable to: Education Development Center)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Equal Education, Inservice Programs, *Instructional Materials Centers, Librarians, *Media Specialists, *Reference Materials, School Libraries, Sex Differences, *Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes

The school librarian or media specialist who wishes to promote educational equity through the selection of sex-fair materials is offered guidance in determining the suitability of reference sources in this fourth learning module of a continuing education program. The inadequacies of traditional resources are examined in three categories omissions of women, sex-role stereotypes, and sexism in language and content. Specifically, general encyclopedias for children and students, biographical reference materials, and reference materials about language are explored for their sexist traits. Discussions on the counterbalancing of the omission of women, of inadequate information about women's roles and rights, and of sexism in language precede a list of 40 sources which will assist library personnel in correcting existing deficiencies in reference materials in the areas of biography, historical background and documents, art and sports, health, statistics, career guidance, rights under the law, and language. Exercises on this module are included in the accompanying activity book. (FM)

ED 176 786 IR 007 750

Kershner, Lois M.

Impact of the BALLOTS Shared Cataloging System on the Amount of Change in the Library Technical Processing Department.

Pub Date-Apr 79
Note-103p.; Master's Thesis, Pepperdine University
Pub Type- Tests/Questionnaires (160) - Dissertations/Theses (040)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Cataloging, Environmental Criteria, Evaluation, Information Processing, Libraries, *Library Automation, *Library Networks, *Library Technical Processes, *Statistical Analysis, Statistical Data, *Surveys, Technological Advancement
Identifiers-*BALLOTS

The amount of change resulting from the implementation of the Bibliographic Automation of Large Library Operations using a Time-sharing System (BALLOTS) is analyzed, in terms of (1) physical room arrangement, (2) work procedure, and (3) organizational structure. Also considered is the factor of amount of time the new system has been in use. Information resulting from a telephone survey to the head of cataloging for 44 participating BALLOTS libraries using the system for three months or more provides the basis for statistical analysis of these three aspects. Statistical analysis of the questionnaire follows chapters on a brief history of library automation for technical processing, and a library/non-library (i.e. industry) literature review of impact of automation on the work environment. Findings showed that the greatest amount of change occurred in work procedure, and the least amount in organizational structure. Libraries using BALLOTS more than 12 months perceived more change in organizational structure than those using the system for a shorter period. Appended are the questionnaire, lists of study population, library statistics, and response data by library. (SW)

ED 176 827 JC 790 538

Ireland, Rochelle

A Proposal for Teaching Spelling in the Virginia Community College System.

Pub Date- 79
Note-33p.
Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basic Skills, College Curriculum, Community Colleges, Differences, Error Analysis (Language), *Error Patterns, Failure Factors, *Junior Colleges, Regional Characteristics, Skill Development, *Spelling, *Spelling Instruction, State Surveys, *Student Evaluation, Teacher Attitudes, Teacher Role
Identifiers-*Spache (George D), *Virginia

A survey of 42 faculty members in the Virginia Community College System (VCCS) was conducted to aid in the development of a spelling course for VCCS students; 21 questionnaires were returned. The survey investigated causes of spelling problems, possible solutions, most common types of errors, curricula in which students have most spelling problems, and the number of spelling courses being offered. The state was divided regionally to determine if particular spelling problems were unique to an area. The survey indicated that faculty attributed spelling problems primarily to junior high and high school teacher apathy, though student carelessness, phonetic difficulties, and lack of spelling knowledge were also frequently cited. Omission of letters or syllables and transpositions or partial reversals were found to be the most common errors. Though spelling problems were common to all curricula, few of the colleges provided spelling courses. The respondents felt that college instructors should stress the importance of correct spelling, concentrate on pronunciation errors, and teach basic spelling skills. It was concluded that since all errors occurred statewide, one spelling course could be designed for the entire state system. Ideally, this course would be individualized and might use the typewriter as an aid. The report contains an outline for a spelling course based on Spache's seven categories of spelling errors. (JP)

Landsberger, Betty H.

Contrasts in Relationships Between School Achievement and Background, Ability and Personality Factors for Groups Differing in Sex and Race at the Primary School Level.

Pub Date-Feb 78
Note-29p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Elementary School Students, Family Background, *Intelligence Differences, Primary Education, *Racial Differences, Self Concept, *Sex Differences, Social Maturity, Student School Relationship

The position advanced in this paper is that the nature of the confrontation between the institution of school and the children who attend it is different and is experienced differently by the four sex-color groups: white girls, white boys, black girls, and black boys. Data for this study were collected from approximately 475 children at the beginning and end of kindergarten and at the end of third grade. Measures included achievement tests for several subects, a paper-pencil intelligence test, and paper-pencil self-report instruments on aspects of social-emotional state such as self-acceptance, social maturity, and school affiliation. Findings showed that home background, intellect, social-emotional factors and achievement were related to each other in different ways depending upon sex-race group, in addition to differences existing for either sex or race alone. The identification of apparently influential roles played by certain factors other than intellect for the achievement levels attained by the separate sex-race groups was interpreted as indicating that it is simplistic to ascribe critical importance to racial differences in intellectual ability as the Jensen approach does. (JMB)

ED 176 864 PS 010 857

Barnard, Kathryn E., Ed. Eyres, Sandra J., Ed.

Child Health Assessment. Part 2: The First Year of Life.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.
Report No.-DHEW-HRA-79-25
Pub Date-Jun 79
Contract-PHS-N01-NU-14174
Note-232p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-041-00131-0)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Child Development, Data Collection, Family Environment, *Health, Identification, *Infants, *Measurement Instruments, *Measurement Techniques, Parent Attitudes, *Predictive Validity, Screening Tests

Potential screening and assessment methods for young children were examined with the fourfold aim of (1) determining what early factors are predictive of later child development and health status; (2) including a broad range of child problems and etiological factors, especially focusing on those for which assessment methods are most needed; (3) determining how the screening/assessment variables can best be measured operationally in a feasible information-gathering process; and (4) determining the stability of high-risk characteristics over time. Chapter 1 presents background information, including a discussion of child screening and assessment in health care and an overview of the current knowledge in child health and development. Chapter 2 focuses on methods of the study, describing the aims, design, sample, tools and measurements, data collection procedures and personnel, special cohort, prospective participation and followup, and analysis. Chapters 3 through 7 present details of the instrumentation and findings for infant characteristics, the environment, parental perception, life change, and 12-month status respectively. Chapter 8 offers an overview of the findings regarding methodological issues, theoretical issues, and consistency over time. Chapter 9 describes the application of the methods tested in this study to helping families with problems and to helping a day care center, and includes a report of a field test of these methods. Approximately 50 pages of appendices are included. (JMB)

Indian Culture Master Plan. A Master Plan for Enriching the Background of Public School Personnel in Native American Cultures.

Montana State Board of Education, Helena.
Pub Date-Dec 75
Note-24p.; Not available in paper copy due to colored pages
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Culture, *American Indian Education, College Curriculum, College Programs, Cross Cultural Studies, Cultural Background, Cultural Education, *Curriculum Development, Educational Programs, Postsecondary Education, *Public Schools, Public School Teachers, State Legislation, *State Programs, *Teacher Education
Identifiers-*Montana

Recognizing that the cultural and historical contributions of Native Americans should be part of the basic education of all citizens in the state, the 1974 Montana legislature directed that an Indian Culture Master Plan be devised to enrich the background of all public school teachers. The plan was to provide means by which all public school teachers within 10 years would receive training in Indian studies and all public schools would be provided with a program of study that included American Indian history, culture, sociology, and values as seen by Indians. The resolution further called for participation of Indian people in the preparation and presentation of programs. Kenneth Harwood, a Blackfoot Indian, was appointed to investigate methods for implementation; assisting him was a statewide advisory committee of 45 members. Their study resulted in a series of seventeen recommendations that were incorporated into the Indian Culture Master Plan. The plan itself includes recommendations on program guidelines, funding, compliance procedures, media materials, bilingual and bicultural programs, and affirmative action. Appendices list the names and addresses of those serving on the advisory committee, the 17 recommendations of Harwood's Indian Studies Project, recommendations on Native Americans and postsecondary education, and guidelines for teacher training. (DS)

ED 176 921 RC 011 631

Wheelock, Warren H., Ed.

Resource Units: Primary K-3, Intermediate 4-6. Migrant Child Institute, Summer 1978.

Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.

Pub Date-78

Note-103p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Agricultural Laborers, Air Pollution Control, Centers of Interest, Developmental Reading, Elementary Education, *Individualized Instruction, Intermediate Grades, Learning Activities, *Learning Laboratories, Migrant Children, *Migrant Education, Migrants, Pollution, Primary Education, Puppetry, Resource Guides, *Resource Units, Rural Education, Self Directed Classrooms, Speech Skills, *Summer Programs, Units of Study, Water Pollution Control, Zoology

Identifiers-*Arizona, Dinosaurs, Middle Ages

Presented are units prepared by the participants of Arizona's Migrant Teacher Institutes which were organized to train participants in the implementation of individualized instruction. Part I describes what a learning center is, how to begin and evaluate learning centers, and the distinguishing features between a teaching unit and a resource unit. Suggested learning center activities presented on the topic of food include: a language center featuring show and tell and use of the telephone to order groceries; a math center with play money to buy groceries and estimating exercises; a science or health center using food and food pictures to distinguish likenesses and differences and to classify foods by taste; an art center with macaroni art; a music center with songs about food; and an audio-media center using food related films and tape recordings of children eating food. Part II presents six complete resource units; collections of suggested teaching and learning experiences and materials are organized around a selected topic or area. Each unit includes goals, objectives, specific teacher-directed motivational activities, committee and group work projects permitting students to make alternative topic choices and approaches, pre- and post-unit evaluative measures, and a unit-concluding activity. The grade K-3 units focus on animals, dinosaurs, and community awareness. The grade 4-8 unit topics concern the migrant worker, air and water pollution, and life in the middle ages. (NEC)

ED 176 989 SE 028 989

Hord, Shirley M., Ed. Hall, Gene E., Ed.
Teacher Education Program Evaluation and Follow-Up Studies: A Collection of Current Efforts.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-198p.; Contains occasional marginal legibility particularly in Tables and Figures
Available from-University of Texas, Research and Development Center for Teacher Education, Austin, Texas 78712 (Publication 7000; No price quoted)
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Educational Programs, *Educational Research, Evaluation, *Followup Studies, *Inservice Teacher Education, *Preservice Education, *Program Evaluation, Science Education, Teacher Education

Presented is a collection of papers which describe follow-up studies designed to evaluate the effectiveness of some teacher education programs at six colleges and universities. Institutions represented are Western Kentucky University, Weber State College, University of Oregon, The Ohio State University, Tennessee Technological University, and the University of Houston. Ten papers are included in this publication since more than one presentation was made by representatives from several institutions. The final chapter of the document contains a summary of the studies as well as the identification of eight implications for future follow-up studies, research teaching, and research in teacher education. (PB)

ED 177 035 SO 011 969

Turner, Mary Jane

Developing Your Child's Citizenship Competence: A Parent's Guide.

Ohio State Univ., Columbus. Mershon Center.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-78-0050

Note-14p.; For related documents, see SO 011 968-973; Competency checklists may not reproduce clearly in paper copy from EDRS due to small print type of original document

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Citizen Role, *Citizenship, Citizenship Responsibility, Elementary Secondary Education, *Family Environment, *Home Instruction, Parent Education, Parent Responsibility, *Parent Role, *Parents, Skill Development, *Social Studies

As part of the Basic Citizenship Competencies Project, this guide is intended for parents and suggests ways to assess what they can do to help their children practice and develop competent civic behavior. The objective of the entire project is to assist educators, parents, and community leaders in identifying basics, clarifying goals, making assessments, and developing action plans related to citizenship education. The guide is designed to help parents consider the problem of promoting good citizenship in a systematic manner, using a common vocabulary and a common set of guiding principles. The guide defines citizenship as comprised of the rights, responsibilities, and tasks associated with governing the various groups to which a person belongs.'' It also states that citizenship education must involve learning and instruction directed to the development of citizen competence.'' Seven basic competencies are listed and discussed: acquiring and using information about political situations; assessing one's own involvement and stake in political situations; making thoughtful decisions regarding group governance and problems of citizenship; developing and using standards to make judgments; communicating ideas; cooperating and working with others to achieve mutual goals; and working with bureaucratic institutions in order to promote and protect one's interests and values. The document recommends that parents provide learning experiences at home offering practice in citizenship behavior. Two checklists are appended suggesting ways parents can promote citizenship education at home and helping them assess the quality of citizenship education in the school. (CK)

ED 177 071 SO 012 010

Best, Karen And Others

Social Science Instructional Guides: Middle School. (Grades 6-8).

West Chester School District, Pa.

Pub Date-Sep 79

Note-120p.; For a related document, see SO 012 011

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*American Culture, *American History, Archaeology, Colonial History (United States), *Cultural Awareness, Democracy, *Geography Instruction, Grade 6, Grade 7, Grade 8, *History Instruction, Latin American Culture, Map Skills, Research Skills, Revolutionary War (United States), Secondary Education, Social Studies Units, United States History

Identifiers-Canada

The guide, part of a social science learning continuum from first through twelfth grades, contains outlines for two-semester social studies courses for grades 6, 7, and 8. The courses focus on the geographic setting, history, and cultures of the Americans and the need for inter-American cooperation. The guides for each course contain three components: time allocations for units, instructional objectives, and a content outline. The first semester (eighteen weeks) of grade 6 covers geographic concepts and skills, archaeology, map skills, research skills, and Canadian history. Three weeks of optional time are allowed. The second semester examines Eastern Canada, South America, the West Indies, Central America, and Mexico; optional time of one week is allowed. The first semester of Grade 7 is divided into three units: map and globe skills, weather and climate, and topography. The second semester is a regional study of the United States. The Grade 8 course contains seven American History units: America's Cultural Plurality, The First Americans, Colonial America, The American Revolution, democratic Government, Westward Expansion, and The Civil War Era. (KC)

ED 176 662 HE 011 771

Lepchenske, George L.

Educational Cooperation: An Examination of Fourteen Consortia.

Pub Date-Apr 76
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, *College Administration, *Consortia, Cooperative Planning, *Cooperative Programs, Financial Needs, Higher Education, *Interinstitutional Cooperation, Postsecondary Education, Shared Facilities, *Shared Services, Surveys

The development of consortia and cooperative educational services in higher education in response to financial pressures and social and governmental influences is examined. Consortia or cooperatives may be multi-channeled efforts, with each member struggling to advance its own self-interest at the cost of united goals and efforts, or thriving cooperative ventures in higher educational management. The successful consortia are buttressed by individual member support, effective leadership, and sound financial backing. A random sample of 27 consortia were contacted by mail and asked to provide information about motivation formation, services shared, administrative organization, and an informal evaluation of the effectiveness of the operation. Responses received from 14 of the consortia indicated that funding comes from many sources in addition to contributions of member institutions and assessments made on program participants. In many cases, consortia were able to get grants on the basis of pooled resources that were not available to the smaller member units. Analysis of the purpose or goal statements of the 14 consortia indicated that the prime concerns were to improve the quality of programs, to save money, to serve the community, and to expand educational opportunities. In all cases, some form of shared services included facilities and/or staff. High-cost, low enrollment programs were the most common joint curricular ventures. By combining resources, consortia are able to respond effectively to community needs. (SC)

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ED 176 764 IR 007 718

Sheriff, G. M.

Resource Sharing in West Africa: Some Implications for the Development of National Information Policies.

Pub Date-Sep 77
Note-14p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session Seminar on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developing Nations, Information Dissemination, International Educational Exchange, *Library Cooperation, *Library Networks, *National Libraries, *University Libraries
Identifiers-*Africa (West)

This paper briefly examines the current state of library cooperation in the West African countries, in relation to the implementation of national information policies in these countries. Library cooperation within the framework of a national information policy in developing countries is considered as a primary need rather than the development of highly expensive computerized systems, which do not fit in the present economic situation in these countries where resource sharing is an essential need due to the lack of basic resources. The Standing Conference of University Libraries (Western Area) (SCAULWA) has examined the problems of library cooperation among Francophone and Anglophone West African countries and concluded that it would be more economical and more efficient to continue to use the services provided by the Bibliotheque Nationale and the British Lending Library. However, a plan has been set up to produce a Union List of Serials in West African university libraries. (Author/JEG)

ED 176 939 SE 027 569

Laboratory Activities for Developing Process Skills.

Institute for Services to Education, Inc., Washington, D.C.
Pub Date-78
Note-137p.
Available from-Institute for Services to Education, Inc., 2001 S. Street, N.W., Washington, D.C. 20009 ($5.95)
Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Biology, College Science, *Higher Education, Laboratory Experiments, Process Education, Science Activities, *Science Education, *Scientific Methodology, *Skill Development

This workbook contains laboratory exercises designed for use in a college introductory biology course. Each exercise helps the student develop a basic science skill. The exercises are arranged in a hierarchical sequence suggesting the scientific method. Each skill facilitates the development of succeeding ones. Activities include Use of the Microscope, Cell Types, DNA Replication, and Inheritance of Genetic Traits. Process skills such as observing, integrating, classifying and predicting are emphasized. Most exercises are structured to fit into a two-hour laboratory period. Each exercise provides general objectives, behavioral objectives, introduction, materials and equipment, procedure, references, and report sheet. (MA)

ED 176 590 FL 010 824

Bartz, Walter H.

Testing Oral Communication in the Foreign Language Classroom. Language in Education: Theory and Practice, No. 17.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-32p.
Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)
Pub Type- Information Analyses (070) - Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Rating, *Communicative Competence (Languages), Language Instruction, *Language Tests, *Rating Scales, Scoring, *Second Language Learning, *Speech Communication, *Test Construction, Test Validity
Identifiers-Information Analysis Products, *Oral Tests

The construction of tests of oral competence in a foreign language requires consideration of several factors. The face validity of the test, or the degree to which students feel they are performing a real communicative act, is illustrated with a number of model testing situations. Content validity, or the ability of a test to measure what has been learned by students, is demonstrated by sample tests at the beginning and intermediate levels. Criteria for scoring tests are illustrated with further examples from description and listening tests. Finally, rating scales are discussed with a variety of examples. A brief bibliography is appended. (LB)

ED 176 627 HE 011 667

Inventory of Doctoral Programs in the Western United States.

Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Jun 79
Note-686p.
Available from-Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Research (143)
EDRS Price - MF04/PC28 Plus Postage.
Descriptors-*Doctoral Programs, *Enrollment, *Graduate Study, *Higher Education, *Masters Degrees, *Program Descriptions, Universities
Identifiers-Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, United States (West), Utah, Washington, Wyoming

A systematically-obtained list of doctoral programs in the 13 western states is presented, along with brief narratives of program content and emphasis and statistical data on student enrollment and the number of degrees awarded. Program data and descriptions were obtained from institutions and from statewide coordinating agencies. After data and program descriptions were reviewed by the coordinating agency and processed by the Western Interstate Commission on Higher Education, they were returned to the states and institutions for review and corrections. The inventory first presents a simple program index that lists each program and institution in subject order according to the HEGIS Taxonomy. In this inventory, only the following data are presented: HEGIS code, program name, state, institution name, and total number of programs for each HEGIS code. The second inventory presented adds statistical information on each program and a brief program description. The programs are again listed by HEGIS code. This listing includes the following information: name of program; institution; program description; number of earned masters and doctoral degrees conferred for each year from 1973-1974 through 1977-1978; full-time and part-time graduate enrollment for 1977-1978; mandatory ceiling on enrollment, and whether the ceiling level had been reached as of May 1979. (SC)

ED 176 809 JC 790 164

Equity and County College Financing.

New Jersey State Commission on Financing Postsecondary Education, Trenton.
Pub Date-Feb 77
Note-60p.; Pages 52-56 of the original document contain copyrighted material and are therefore not available. They are not included in the pagination
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Change Strategies, Community Colleges, County School Systems, *Educational Finance, *Equalization Aid, Expenditure Per Student, *Finance Reform, Financial Policy, Financial Problems, Financial Support, *Junior Colleges, *State Aid, *Statewide Planning, Tax Support
Identifiers-*New Jersey

An analysis by the Commission on Financial Postsecondary Education of the system by which New Jersey supports county colleges revealed disparities and inequities among the New Jersey counties in wealth and effort per full-time equivalent student, and current state financing practices that aggravate this problem. In response, alternative state financing systems were proposed to provide more equitable funding. This report first illustrates how state financing based on a "flat-grant" system exacerbates the differences in wealth between counties caused by variations in county property values and taxation efforts. The current system of county college support is then discussed, with consideration given to all counties, county colleges, and county appropriations to colleges. The report than describes alternative financial systems which treat all counties as if they had the same wealth, so that counties making similar taxation efforts will generate similar revenues. The conclusion lists several additional factors to be considered before any of the alternative plans can be implemented. Several illustrative charts and tables are included throughout the text, and three appendices provide: (1) a formula for the equalization of state funds to the counties, (2) a discussion of possible county responses to an equalizing model, and (3) the raw data used to make certain calculations. (JP)

ED 177 016 SE 029 136

Vetter, Betty M. And Others

Labor Force Participation of Women Trained in Science and Engineering and Factors Affecting Their Participation. Final Technical Report.

Scientific Manpower Commission, Washington, D.C.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jun 79

Grant-NSF-SRS-77-19575

Note-133p.; Contains broken and small print in Appendices

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Career Opportunities, Employment Level, *Employment Statistics, *Engineering, Graduate Surveys, Higher Education, *Labor Force, *Science Careers, Womens Education, *Working Women

Identifiers-*National Science Foundation

This report pertains to the scientific and technological manpower resources of the United States. Statistics are presented which relate to women and minorities in the sciences and engineering. This study reports on the findings related to the participation of various groups of women and their career opportunities in science and engineering. (Author/SA)

Development of a Junior High School Module in Alcohol Education and Traffic Safety.

Columbia Univ., New York, N.Y. Teachers College.
Spons Agency-AAA Foundation for Traffic Safety, Falls Church, Va.
Pub Date-77
Note-307p.; Several Charts and Tables may not reproduce clearly due to small print type of numbers throughout original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Alcohol Education, Alcoholism, *Class Activities, Drinking, Driver Education, Educational Objectives, Evaluation Criteria, Group Discussion, Homework, Junior High Schools, Role Playing, Secondary Education, Social Studies, *Traffic Safety

Five 45-minute teaching units for junior high school students on alcohol education and traffic safety are presented. Lesson I examines alcohol as a drug. Activities include a question-answer survey, a film, and a game. Assignments are a ``find the word'' game and an evaluation of an advertisement for an alcoholic beverage. Lesson II considers alcohol and behavior. Students identify comparative amounts of alcohol in commonly used beverages. Activities include a mini-lecture, interviewing people who do or do not drink, and completing a crossword puzzle. Lesson III explores the nature of beverage alcohol by examining the relationship between the oxidation rate and time. Students list risks and rewards connected with a decision to drink. Assignments are answering questions and listing places where a person could get help for problem drinking. Lesson IV considers drinking and driving behavior. Activities include role playing and group discussions of interviews. Students write a paragraph describing a drinking and/or driving situation in which they could become involved. Lesson V discusses dealing with drinking and driving situations. Activities are the same as for Lesson IV. Objectives, an overview of the content, materials needed, homework assignments, and instructional aids are provided for each unit. Appendices include a rationale for combining alcohol education and traffic safety, explanations of participatory teaching techniques, professional references, and test battery forms with instructions for administering, scoring, and analyzing results. (KC)

ED 177 090 SP 012 812

Ulrich, Celeste

Gym and Gender. The Educational Value of Performing Experiences.

Pub Date-78

Note-22p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Athletics, *Educational Philosophy, *Learning Processes, Motion, Mythology, Needs, Nondiscriminatory Education, Physical Education, Psychomotor Skills, *Sex Discrimination, *Social Attitudes, *Stereotypes, Womens Athletics

Learning through motoric experience is a vital but often neglected component of a well balanced and comprehensive education. The performance of athletic activities enhances body awareness and contributes to the holistic learning process. However, unspoken mythic patterns assumed by Western society systematically inhibit full exploration of certain areas of motion, based on gender-tagged discriminatory attitudes. Men are expected to participate in force-oriented sports; women in flow-oriented sports. This stereotypic categorization, along with other prevalent misconceptions about the appropriateness of athletic endeavour, combine to transform the enactment of natural motion into an avenue for the transition of socializing material. It is the duty of higher education personnel to redirect the emphasis in physical education away from this hidden agenda. (LH)

ED 177 118 SP 014 599

Wixson, Eldwin A. Evans, Richard C.

A Teacher's Handbook of Middle School or Junior High School Physical Education Activities Emphasizing Metrics.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Grant-G007603978
Note-28p.; Guide prepared through the Northeastern States Metric Education Consortium
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Athletics, *Health Education, *Measurement, *Metric System, Middle Schools, *Physical Activities, *Physical Education

This handbook is designed for the physical education teacher who wishes to emphasize or reinforce metric education. The activities described involve applications of physical skills or principles of health with measuring in the metric system or knowledge of metric measure. (JD)

A Study of Medical Graduates of the WICHE Student Exchange Programs Showing the Relation of That Group to the Medical Manpower of the Sending States.

Western Interstate Commission for Higher Education, Boulder, Colo.
Pub Date-Jan 78
Note-58p.
Pub Type- Reports - General (140) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Followup Studies, *Geographic Distribution, Graduate Surveys, *Manpower Utilization, *Medical Education, Medical Schools, Medical Services, *Medical Students, *Physicians, Regional Cooperation, Relocation, State Programs, Statistical Analysis, *Student Exchange Programs
Identifiers-Alaska, Arizona, Hawaii, Idaho, Montana, Nevada, New Mexico, *United States (West), Wyoming

The medical graduates from the Western Interstate Commission for Higher Education (WICHE) Student Exchange Programs (SEP) are studied in their relation to the medical manpower of the sending states. Participating schools were: University of California (Los Angeles, Irvine, and San Francisco branches); Loma Linda University; Stanford University; University of Southern California; University of Colorado Medical Center; University of Oregon Health Sciences Center; University of Utah; and University of Washington. Sending'' states in medicine during the period covered by this report were: Alaska; Arizona; Hawaii; Idaho; Montana; Nevada; New Mexico; and Wyoming. Highlighted findings are that: 33 percent of SEP graduates through 1970 were located in 1976 in the home state that had sent them as exchange students; the total number of physicians graduated with the M.D. during the SEP-era located in the sending state exceeds the number of SEP graduates sent by that state in each of the sending states; of the total SEP-era graduates from all schools located in the sending states, the SEP graduates represent 5 percent; graduates of the WICHE schools constitute 16 percent of all SEP-era graduates located in the eight states combined; out of a total of 29,948 SEP-era graduates located in the WICHE region, 383, or 1.3 percent are SEP graduates; and 91 SEP graduates were located in the United States outside the WICHE region, but 2,969 SEP-era graduates of institutions outside the region were located in the eight sending states. (LC)

ED 176 885 PS 010 916

Paget, Katherine Frome

Reemphasizing the Social in Social Cognition.

Pub Date-Sep 79
Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, New York, September 1-5, 1979).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, Attribution Theory, Children, *Developmental Psychology, *Developmental Stages, *Individual Development, *Perspective Taking, Research Methodology, Social Development
Identifiers-Habermas (J), *Person Perception, *Social Cognition, Symbolic Interaction Theory

Research in developmental social cognition should detail commonalities between self and other as well as the self-other differentiation process. A method which indexed developmental changes in the understanding of both intersubjective rules of interpersonal behavior and subjective individual perspectives was devised to research questions concerning (1) the relation between causal inferences and formal operational thinking skills or context dependency, and (2) the relationship between perspective taking-ability and person perception. Boys and girls clearly characterized by either concrete operational transitional, and fully formal operational skills were formed into sex balanced groups of 20 subjects each. Cognitive ability level was assessed and the vocabulary subtest on the WISC or the WAIS was administered. Subjects were then individually presented three fairy-tale segments, with pictorial sequences. The stories chosen included causal chains of events which were available to the subject, but which lent themselves to different interpretations by characters in the stories. Each subject was asked to retell the story as presented to him or her, relate the story first from the perspective of the protagonist and then from that of a late-arriving bystander, and answer questions after each story. Story reconstructions were content analyzed. Among the results, formal operational subjects were more interpretive and psychological in their responses than both their concrete and transitional counterparts. Concrete and transitional subjects did not significantly differ. (Author/RH)

ED 176 965 SE 028 820

Ward, Barbara

Mathematical Applications: Selected Results from the Second Assessment of Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-NAEP-09-MA-03
Pub Date-Aug 79
Contract-OEC-0-74-0506
Note-66p.; For related document, see SE 028 819
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted); and NAEP, 1860 Lincoln St., Denver, CO 80295 ($4.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement, *Educational Assessment, Educational Research, Elementary Education, Evaluation, Mathematical Applications, Mathematical Concepts, *Mathematics Education, *National Surveys, *Problem Solving, Secondary Education, *Student Ability
Identifiers-*National Assessment of Educational Progress

This is one of a series of reports summarizing the results of the second mathematics assessment conducted by the National Assessment of Educational Progress (NAEP). Nine, 13- and 17-year-olds were assessed during the 1977-78 school year. The assessment measured achievement in various content areas at four levels of cognitive processes (knowledge, skill, understanding and application). This report describes performance on application items. The report includes results for one-step word problems, problems about consumer situations, multi-step word problems, non-routine problems, and problems involving geometry, measurement, probability and statistics, graphs and tables, or reasoning making judgments. The report also includes group results, age level comparisons and observations on the results. The observations, consisting of interpretation, consideration of implications and recommendations, were made by a panel of persons active in the field. The panel felt that the results implied that problem solving is a major area of concern in mathematics education. Among the panel's seven recommendations were an expanded definition of what is ``basic,'' modification of textbooks to include a greater variety of problem-solving tasks and more emphasis on the teaching of problem solving. (PK)

ED 177 144 SP 014 839

Herman, Roslyn Weiler, Pat

AFT NYSUT Teacher Centers. Focus.

American Federation of Teachers, Washington, D.C. Teacher Center
Resource Exchange.; New York State United Teachers.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Contract-400-77-0092

Note-36p.; Photographs may not reproduce clearly

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Finance, Educational Legislation, *Educational Resources, *Information Dissemination, *Inservice Teacher Education, *Program Planning, Teacher Associations, *Teacher Centers, *Teacher Workshops

New York State United Teachers (NYSUT) provides information and assistance to groups wishing to form teacher centers or already involved actively with a teacher center. NYSUT activities reported in this publication include the following: (1) publications; (2) workshops on proposal writing; (3) local and regional workshops; (4) locating resources for teacher centers; (5) statewide conferences; and (6) legislation sponsored for state-level funding. Program descriptions of some local New York teacher centers are included. (JD)

ED 176 610 HE 011 572

Holmes, Jeffrey von Zur-Muehlen, Max

Potential Academic Rank Distribution of Full-Time Faculty at Canadian Universities 1975-1976 to 1984-1985.

Pub Date-22 Mar 79

Note-135p.; Draft report prepared for the Colloquium, Data Needs of Higher Education in the Eighties,'' March 26, 1979; some tables may not reproduce well

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Academic Rank (Professional), Age, *Career Ladders, *College Faculty, Departments, Employment Patterns, *Faculty Promotion, *Foreign Countries, *Full Time Faculty, Higher Education, Professors, Teacher Salaries, Trend Analysis, Universities

Identifiers-*Canada

The academic rank distribution of full-time faculty at Canadian universities is examined and the potential rank distribution until 1984-1985 is projected. Changes in the distribution are simulated assuming that the number of full-time teachers remains constant during that period. At the national level, three separate projections are presented simulating possible promotion trends for full-time university teachers between 1978-1979 and 1984-1985. It was assumed, for these projections, that the proportion of full professors would increase annually by 0.5, 0.8, and 1.0 percentage points and for associate professors by 1.0, 1.5, and 2.0 percentage points, respectively, with a corresponding decline at the two junior ranks. The results of the projections show that by 1984, 76.5 percent to 87.0 percent of the professoriate will be holding one of the two senior ranks, with considerable variation among the 45 universities. About 66 percent of the full-time academic staff at Canadian universities are now at those levels. Data are presented on the median salary of full-time university teachers by rank; academic rank distribution of full-time university teachers; projected rank distribution of full-time university teachers; median age of teachers by rank and teaching field; academic rank distribution by teaching field; and percentage increase in median salary by academic rank. Appendices include explanatory notes and detailed data on actual and projected rank distribution of full-time faculty for each university and province for each year in the period 1975-1976 through 1984-1985. (SC)

ED 176 645 HE 011 724

Campbell, Dale F. Korim, Andrew S.

Occupational Programs in Four-Year Colleges: Trends and Issues. AAHE-ERIC/ Higher Education Research Report No. 5, 1979.

American Association for Higher Education, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-44p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($4.00)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Admission Criteria, *Articulation (Program), Associate Degrees, College Credits, Colleges, *Community Colleges, *Educational Change, *Higher Education, Liberal Arts, Nontraditional Students, Organization, Postsecondary Education, Prior Learning, State Action, Student Personnel Services, Universities, Upper Division Colleges, *Vocational Education
Identifiers-Information Analysis Products

Trends and issues in the shift of four-year colleges and universities in adding associate degree occupational programs are considered. After a brief historical overview, the status of occupational programs at four-year institutions is discussed, with emphasis on the patterns of organization at various institutions. The shift in mission of the four-year institution is examined in light of its potential impact on community colleges. The following issues are addressed: admissions policies, the dominance of liberal arts influences, the two-plus-two concept (a technical two-year curriculum articulated with a two-year upper-division baccalaureate program), the adequacy of student services, coping with learning deficiencies, the labor market focus, granting credit for occupational experience, and the formation of a new relationship with nontraditional segments. It is contended that the movement of the higher education community into occupational programs will be met either through self-initiated articulation or state-imposed regulations. It is concluded that the redirection of the institution's faculty, the revision of the curriculum, the redesign of the support system, and the reallocation of resources are all required in the process of adopting an occupational education focus. These questions must be considered as states reassess their master plans in higher education due to shifts in enrollment patterns. A 66-item bibliography is appended. (PHR)

ED 176 765 IR 007 719

Kigongo-Bukenya, I. M. N.

Resource Sharing of Libraries in Developing Countries: The Case for Library Networking.

Pub Date-Sep 77
Note-22p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographies, Cataloging, *Developing Nations, *Information Dissemination, Information Needs, International Educational Exchange, *Library Cooperation, *Library Networks, *Library Planning, National Libraries

Library networking is defined, and several topics are examined as they relate to developing nations the need for library networking, the necessity of a survey of existing services, the network structure, the legal framework, financing, the need for manpower, and technological needs. Library networking is defined as the process of carefully planning and setting up a connected national system of libraries, documentation and archives services, and the predetermination of the implementation process to achieve the set goals of the system. (Author/JEG)

ED 176 787 IR 007 751

Intelligence for Dissemination Service Capacity: A Conceptual Framework.

NTS Research Corp., Durham, N.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0166
Note-36p.; For related documents, see ED 142 191, ED 161 444, ED 163 045, ED 169 883, IR 007 564, and IR 007 752
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Collection, *Information Dissemination, *Information Needs, *Information Services, Information Utilization, State Departments of Education, State Programs
Identifiers-*State Dissemination Grants Program

The conceptual framework for determining intelligence needs for dissemination service capacity that is presented is designed to assist state education agencies in improving their abilities to provide comprehensive dissemination services to their clientele. A section on the intelligence component of this model concerns (1) users and non-users at both the individual and organizational levels; (2) impacts on individuals and organizations on local, regional, state, and federal levels; (3) levels from which intelligence is to be gathered; (4) the receivers of this intelligence; and (5) projects which need such gathered data for their service building capacity. To form the building blocks of the conceptualization of developing service capacity, four questions of need are examined: What intelligence concerning individual users and non-users is needed? What intelligence concerning organizational users and non-users is needed? What intelligence about the impact upon individual users is needed? What intelligence about the impact on organizational users is needed? Three tables and ten references are included. (FM)

ED 176 846 PS 010 456

Wutka, Patricia B.

Child Rearing Attitudes and Practices of Adolescent Parents.

Pub Date-Feb 77

Note-12p.; Paper presented at Toward the Competent Parent: An Interdisciplinary Conference on Parenting (Atlanta, Georgia, February 21-22, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Adolescents, Age Differences, Black Mothers, Caucasians, *Child Rearing, Grandparents, Marital Status, *Mother Attitudes, *Needs, *Parent Education, Parent Participation, Racial Differences, Unwed Mothers

The hypothesis that adolescent mothers have more negative attitudes toward child rearing than more mature mothers was investigated in this study. Twenty-one adolescent mothers between the ages of 13 and 19 years were compared to 12 mature mothers who ranged in age from 21 to 34 years. A 12-item questionnaire was administered to the subjects who had a minimum of one child with a maximum age of 28 months. Data analysis was accomplished using the Mann-Whitney U Test. Contrary to previous findings, a significant difference in child rearing attitudes between the adolescent and the adult mothers was not found. Other variables (educational level, marital status, parity and race) were then identified and tested. Mothers with more than 12 years of education showed a trend toward more positive attitudes in child rearing. Neither marital status nor parity influenced mothers' attitudes. White adult mothers showed more positive attitudes than either black adult mothers or white adolescent mothers. Child rearing attitudes appeared to be influenced by age, educational level and cultural patterns. These variables may have exerted a compounding effect on the total study. An attempt to implement an adolescent mothers' child care discussion group was not successful. Reasons for mothers' non-participation and general issues concerning adolescent parenting practices are discussed. (Author/RH)

ED 176 940 SE 027 590

McNeil, Phillip E., Comp. And Others
Intervention Model: Mathematics.
Institute for Services to Education, Inc., Washington, D.C.
Pub Date-78
Note-227p.
Available from-Institute for Services to Education, 2001 S. Street,
N.W., Washington, D.C. 20009 ($7.95)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Achievement, *Curriculum, *Educationally Disadvantaged,
*Instruction, Secondary Education, *Secondary School Mathematics,
*Textbooks

This competency-based model has been developed to upgrade the mathematical skills of typical minority students in urban high schools. The central philosophy is that an underprepared student of mathematics can be made computationally literate and mathematically viable in three semesters, whatever the level of preparation. Units covered are Arithmetic and Computation, Algebraic Expressions, Exponents and Radicals, Algebra of Equation Solving, Graphs and Their Interpretation, Geometry and Measurement, Basic Statistics, and Numerical Trigonometry. (MP)

Bossert, William H. Oettinger, Anthony G.
Materials Toward the Comparative Analysis of Presentation Techniques. Project TACT Working Paper 2.
Harvard Univ., Cambridge, Mass.
Spons Agency-Bell Telephone Labs. Inc., Murray Hill, N.J.; National Science Foundation, Washington, D.C.
Pub Date-Apr 71
Grant-NSF-GY-3895
Note-78p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Analysis, *Computer Graphics, Computer Oriented Programs, *Educational Technology, Effective Teaching, *Instructional Media, Media Research, *Media Selection, Media Technology, Teaching Methods

One of the objectives of Project TACT is to determine the potential of a gamut of educational media. The working papers in this set have a basis in pictorial information produced through computer graphics. These papers are intended to serve as a basis for sharpening questions, delineating the context within which the answers might be significant, and determining whether or not interesting experiments are feasible and rewarding. (Author/MK)

ED 177 017 SE 029 138

Ward, Barbara
Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-NAEP-08-S-02
Pub Date-Oct 79
Contract-OEC-0-74-0506
Note-108p.; Tables contain small print
Available from-National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, Colorado 80295 ($6.55)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Attitudes, *Educational Research, Elementary School Science, Elementary Secondary Education, Evaluation, Postsecondary Education, *Science Education, Scientific Attitudes, *Scientific Enterprise, Scientific Research, Secondary School Science, Technology
Identifiers-*National Assessment of Educational Progress

Reported are the findings from the 1976-77 assessment of attitudes toward science conducted by the National Assessment of Educational Progress (NAEP). Data were collected from four groups: 9-year-olds, 13-year-olds, 17-year-olds, and young adults. This contains a one-page summation of the highlights of the results, an introductory chapter describing the methodology of the study, and five additional chapters. These are entitled: (1) Personal Experiences with Science; (2) Science and Society; (3) Awareness of the Methods, Assumptions and Values of Science; (4) A Comparison of Results on Attitudinal and Cognitive Science Items; and (5) Implications and Perspectives. A bibliography and numerous tables and exhibits are included. (PB)

ED 176 591 FL 010 825

Metcalf, Allan A.

Chicano English. Language in Education: Theory and Practice, No. 21.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-38p.

Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Education, Dialect Studies, English, Intonation, Language Research, *Language Variation, *Mexican Americans, *Pronunciation, *Regional Dialects, *Spanish, Stress (Phonology), Syntax, Vocabulary

Identifiers-California, *Chicano English, Information Analysis Products, *Southwestern States

The English spoken by Spanish-surnamed Americans of the southwestern United States often has a Spanish flavor, even though the speakers may have no competence in Spanish. This Chicano English is discussed in a series of descriptions based on a number of previous studies of regional variations. Each description covers pronunciation, intonation, stress, vocabulary, and syntax. Regions covered include California (East Los Angeles, Riverside and vicinity, Redwood City, Los Angeles, Long Beach, and Whittier), Arizona, New Mexico (Las Vegas), and Texas (San Antonio in the 1950's and in 1970, Fort Worth-Dallas, and Austin). From the evidence of the individual descriptions, certain general conclusions are drawn about the linguistic feature of Chicano English, and especially about its dependence on Spanish influence. Pedagogical implications of this Spanish background are briefly discussed. A partially annotated bibliography is appended. (JB)

Graduate Medical Education in the European Region. First Supplementary Report 1978.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Pub Date-78

Note-90p.

Available from-World Health Organization Regional Office for Europe, Copenhagen, Denmark

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Comparative Analysis, *Degree Requirements, *Foreign Countries, Foreign Medical Graduates, *Graduate Medical Education, Higher Education, Medical Education, Medical Schools, Medical Students, *Physicians, *Professional Education, Specialization

Identifiers-*Europe

Data on graduate medical education in Europe are tabulated in this report from the World Health Organization. The information was collected from a short questionnaire distributed in 1976 to countries of the European region using the English language, and in 1977 to those countries using French and Russian. The countries surveyed include: Algeria, Austria, Belgium, Bulgaria, Czechoslavakia, Denmark, Finland, France, German Democratic Republic, Greece, Hungary, Iceland, Ireland, Italy, Luxembourg, Malta, Monaco, Netherlands, Norway, Poland, Portugal, Romania, Spain, Sweden, Switzerland, Turkey, U.S.S.R., United Kingdom, and Yugoslavia. The type of training required for 25 medical specialty fields is extensively tabulated by country and by field. The tables also indicate the total number of years of graduate training required for a specialty, the number of years that must be spent in the specialty itself, and the length of time required for other subjects. (Author/SF)

ED 176 681 HE 011 828

College Opportunity Act of 1978. Joint Hearing Before the Committee on Human Resources, United States Senate and the Committee on Education and Labor, House of Representatives, Ninety-fifth Congress, Second Session on S. 2539 (February 9, 1978).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-9 Feb 78

Note-68p.; For related document see ED 152 192 ; Some small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Students, *Eligibility, *Family Income, Federal Aid, *Federal Legislation, Government School Relationship, Grants, Higher Education, Loan Repayment, Middle Class College Students, Parental Financial Contribution, Parochial School Aid, Resource Allocations, State Aid, *Student Financial Aid, *Student Loan Programs

Identifiers-*Basic Educational Opportunity Grants, Congress 95th, *Middle Income Student Assistance, Tax Credits

The transcript of joint hearings on college assistance legislation before the Senate Committee on Human Resources and the House Committee on Education and Labor is presented. The hearings concern amendment of the Higher Education Act of 1965 to improve the Basic Educational Opportunity Grant (BEOG) program. Witnesses included Joseph A. Califano, Jr., Ernest Boyer, and Michael O'Keefe. Discussion focused on providing or altering aid programs to compensate middle-income students. A majority of the aid proposed would be channeled through the BEOG program. Increased funding is also discussed for the Supplemental Grants and College Work-Study programs. The increased funding would be aimed at families with incomes between $8,000 and $16,000. It is estimated that in 1979 this would mean an eligible pool of 640,000 students, more than doubling the number of awards in federal student assistance programs from 3.2 million in 1978 to more than 7 million in 1979. Also discussed are tuition tax credits, aid to parochial and private schools, elementary and secondary schools, loan defaults, and state insured loan agencies. Several alternative methods of delivering higher education assistance to middle income students are also examined. Also included is information on states that are starting their own student loan agencies. (SF)

Fenelonov, E. A.

Library Statistics in Management System of Library Construction in the USSR. Reaction paper by Vernon E. Palmour.

Pub Date-May 79
Note-49p.; Papers presented at the Soviet-American Library Seminar (1st, Washington, D.C., May 4-6, 1979); For related documents, see IR 007 541-547 ; Best copy available
Language-English; Russian
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Translations (170)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Centralization, Comparative Analysis, Data Collection, Development, Evaluation, Foreign Countries, *Library Administration, *Library Planning, *National Libraries, Prediction, Recordkeeping, Reports, Statistical Analysis, *Statistical Data
Identifiers-United States, *USSR

The development and use of library statistics in the Soviet Union and systems of reporting are discussed in this speech by E.A. Fenelonov, Ministry of Culture of the Russian Soviet Federal Socialist Republic, and are compared with statistical development in the United States by Vernon E. Palmour of King Research, Inc. Fenelonov emphasizes the use of library statistics in evaluation, planning and forecasting of future activities. A history of statistical development begins with major attention toward measurement and evaluation of external manifestations of library developments and moves toward the forecasting approach to the problems of library business. Fenelonov stresses the centralization of library reporting and details the procedures used in the collection and processing of statistical data. The use of library statistics in management and coordination are described, and future collection and utilization methods are mentioned. An appendix lists the exponents of library statistics in different forms of library reports. Palmour briefly discusses similarities and differences in the use of library statistics in the United States and the USSR, and poses questions regarding national standards and reporting systems. (CWM)

ED 176 740 IR 007 683

Nilsen, Alleen Pace Tyler, Karen Beyard

Promoting Educational Equity through School Libraries. Module 5: Educational Equity in the Library.

Arizona State Univ., Tempe.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-78

Note-25p.; For related documents, see IR 007 677-683

Available from-edc/weeap Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 (this item $0.75, complete set of materials $4.75. Checks should be made payable to: Education Development Center)

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Equal Education, Inservice Programs, *Instructional Materials Centers, Interaction, Librarians, Library Collections, *Library Role, *Media Specialists, Program Development, School Libraries, Sex Differences, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes

Suggestions offered in the fifth module of a continuing education program for inservice school media specialists are designed to aid in identifying sexism and sex-role stereotyping in instructional materials, and help trainees foster educational equity in their own institutions. The first part is concerned with the promotion of such equity through building a sex-fair collection, revising discriminatory subject headings and references in the card catalog, encouraging the use of collective biographies, and preparing displays which appeal equally to both sexes. Interaction with students is also discussed, in the context of ways in which librarians can guide the students' reading choices, inform them about women authors, help them understand the usage of the generic term man,'' and direct them in their research activities. Librarians' interactions with teachers are discussed with regard to developing a professional reference collection of works on sexism in education, promoting the use of sex-fair materials, advancing the use of non-sexist language, and designing workshops for inservice education. Bibliographies list aids to selecting materials to counterbalance and supplement the curriculum, resources for a professional collection, and selected curriculum materials. An action rating sheet and a workshop evaluation form are included in the accompanying activity book. (FM)

Tillery, Dale

Meritocracy II. Perspectives on the Church and the Community College, Paper Number Sixteen.

United Ministries in Higher Education, Portland, Oreg.
Pub Date- 79
Note-18p.
Available from-United Minitries in Higher Education, 821 S. W. Washington, Room 848, Portland, Oregon 97205 ($1.50)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, Admission Criteria, College Admission, Educational Alternatives, Educational Improvement, Educationally Disadvantaged, *Educational Philosophy, Enrollment Trends, *Equal Education, Financial Problems, *Postsecondary Education, Social Problems

America is facing a new frontier between meritocracy, where only the bright and highly motivated are educated, and social egalitarianism's universal education. Studies of student flow, the changing clientele of higher education, the distribution and differentiation of youth, lifestyle differences, and stabilizing enrollments indicate that universal higher education is unlikely. However, efforts toward the lesser goal of universal access merely support a new kind of meritocracy, which is reinforced by master plans resulting in the poor and uneducated attending certain institutions while the bright and affluent attend others. Selective admissions increase these inequities and poor interinstitutional articulation thwarts the mobility needed for full educational development. Until recently, achievement levels in postsecondary education demonstrated the compatibility of equality of opportunity and excellence in higher education. A decline in these levels has shaken the nation's confidence in the desirability of continued expansion of the college world. A period of assessment and reform is essential in the areas of institutional management and allocation of resources; post-secondary educational purpose; new approaches to equity; affirmation of the primacy of teaching and student development; and creation of educational alternatives. Subsequent to these reforms, a positive kind of meritocracy, which would affirm the merit of all persons, will be possible. (DD)

ED 176 904 RC 011 283

Indian Studies Guidelines.

Montana State Board of Education, Helena., Montana State Office of the Superintendent of Public Instruction, Helena.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-75
Note-12p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Culture, *American Indian Education, *Cross Cultural Studies, Cultural Background, Cultural Education, Curriculum Development, Educational Legislation, Educational Objectives, Educational Programs, *Public Schools, Public School Teachers, State Legislation, *State Programs, *Teacher Education, Values
Identifiers-*Montana

In 1973 the Montana Legislature enacted the Indian Studies Law which required that by July 1, 1979 all certified personnel in schools on or in the vicinity of Montana's Indian reservations must have received training in the history, traditions, customs, values, beliefs, ethics, and contemporary affairs of American Indians, particularly the Montana tribes. In 1975 the Indian Culture Master Plan adopted by the State Board of Education provided a framework for implementation of the new law. Because neither the law nor the master plan gave adequate answers to the many questions that arose about the requirements and procedures for implementation, this set of guidelines and procedures was formulated to assist boards of trustees, school administrators, and teachers in implementing the Indian Studies Law. The document includes a copy of the law, states who must comply with it, and defines Indian''. It cites four options that will meet the Indian Studies requirement and lists the designated college courses that would apply. Aspects of inservice training programs are explored, including development criteria, approval procedures, college credit, and certification. It tells how school personnel may determine which college courses completed previously might count toward fulfillment of the requirement. For those desiring more information about the Indian Studies Law, names and addresses are given of contact persons at Montana universities and colleges and the Office of Public Education. (DS)

ED 176 922 RC 011 632

White, Michael

Let the People Speak. The Tennessee Indian Council: A History and Analysis of the Development of Native American Programs in Tennessee.

Tennessee Indian Council, Inc., Nashville.
Pub Date- 79
Note-50p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indian Culture, *American Indian Education, *American Indians, Cultural Disadvantagement, Delivery Systems, Educational Programs, *Employment Programs, Federal Aid, Financial Support, Housing, Nonreservation American Indians, *Self Determination, *Self Esteem, *State Programs, Tribes
Identifiers-Cherokee (Tribe), Choctaw (Tribe), Tennessee, *Tennessee Indian Council Inc

Since 1976, the Tennessee Indian Council has grown from an idea into an organization staffed by 24 native Americans in 3 offices, administering $500,000 a year, and providing educational, employment, housing, health, and cultural revitalization programs for 8,500 Native American residents of Tennessee. The situation in Tennessee is a microcosm of the Indian world throughout the United States; rural communities experience poverty, lack of education, and lack of job skills, while, in addition, urban Indians face the problems of alienation, alcoholism, and difficulties with jobs and housing. Before the advent of the Council, Indian people (including a sizeable Choctaw population and several Cherokee communities) had no organized voice and virtually no recognition on the state level. The Council is now the only state wide advocate for Indians and Indian programs, standing for the rights of all Native American people, seeking to restore a measure of sovereignty, and operating on the principle of self-determination by responding to the needs of the people as they state them. With funding from CETA, VISTA, Summer Youth Program, and private grants, [illegible] Council has operated an employment program resulting in the hiring of 166 persons, 2 GED programs attended by 93 individuals, and provided counseling and referral services for 271 Native Americans. Future plans include the development of a Choctaw bilingual program and a library clearinghouse for historical and contemporary material of Indians of Tennessee and the southeast. (NEC)

ED 177 036 SO 011 970

Turner, Mary Jane

Guide to Basic Citizenship Competencies: Recommendations to Compare Curriculum Materials, Assess Classroom Instruction, and Set Goals.

Ohio State Univ., Columbus. Mershon Center.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-78-0050

Note-57p.; For related documents, see SO 011 968-973; Competency checklists may not reproduce clearly in paper copy from EDRS due to small print type of original document

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Citizen Role, *Citizenship, Citizenship Responsibility, Comparative Analysis, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Evaluation Criteria, *School Administration, Skill Development, *Social Studies, Teachers, Test Interpretation, Values

Part of the Basic Citizenship Competencies Project, this guide is intended for teachers, supervisors, and curriculum committees. It provides diagnostic guidelines which aid in assessing needs, setting goals, and making systematic judgments about citizenship education programs and materials. The objective of the entire project is to assist in identifying basics, clarifying goals, making assessments, and developing action plans related to citizenship education. This guide is designed to help in making comparisons of citizenship/social studies materials; assessing existing goals, objectives, and classroom instruction; and setting new goals based on inquiry and analysis. Its intent is to clarify by using problem-solving tools. The guide is presented in seven sections. Section I defines the term citizenship. Section II discusses citizenship education and Section III presents seven basic competencies necessary for effective citizenship. Section IV contains a competency checklist for assessing instructional programs and curriculum materials, including a list of four criteria. The section suggests instructions on using the checklist and interpreting the results for teachers, supervisors, and curriculum committees. Section V offers an optional numerical system for scoring the checklist. Sections VI and VII identify alternative strategies for promoting competency learning as well as additional considerations. Two blank checklists are appended. (Author/CK)

ED 177 072 SO 012 011

Hartman, Carl And Others
Social Science Instructional Guides: High School (Grades 9-12).
West Chester School District, Pa.
Pub Date-Sep 79
Note-297p.; For a related document, see SO 012 010
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*American Government (Course), Ancient History, *Cultural Awareness, *Economic Education, Grade 9, Grade 10, Grade 11, Grade 12, History Instruction, Medieval History, Modern History, Secondary Education, Social Studies Units, United States History, *Western Civilization, *World History

The guide, part of a social science learning continuum from first through twelfth grades, contains outlines for two-semester social studies courses for grades 9-12. Three components comprise each section: time allocations for units, instructional objectives, and a content outline. The Grade 9 course, Cultures of the Non-Western World, contains eight units: an introduction, Ancient Egypt, the Fertile Crescent, the Moslem World, Africa, India, Southeast Asia, China, and Japan. The Grade 10 course, Cultures of the Western World, is comprised of ten units: an introduction, Ancient Greece, Ancient Rome, the Middle Ages, Renaissance and Reformation, Great Britain, France, the U.S.S.R., Nationalism and the Unification of Germany, and the World Wars. In Grade 11 students focus on American History after the Civil War. The ten units are entitled Rebuilding the Nation, the Rise of Industrialism, the Progressive Era, the United States Becomes a World Power, the United States Enters the First World War, the Golden Twenties, the New Deal, the Second World War, the Cold War Era, and Detente and Rapid Change. The Grade 12 section is a course in government and economics. In the first semester, students examine political institutions and ideas; the heritage of American government; public opinion, pressure groups, and political parties; suffrage, nominations, and elections; Congress and national legislation; the executive branch; and the national and state judiciaries. The second semester covers state and local governments; economics; banking, money, and credit; taxes; housing and major purchasing; and consumer aids. (KC)

ED 177 091 SP 012 933

Jones, Margaret A.

A Profile of Female Physical Education Students in Teacher Preparation.

Pub Date-74
Note-8p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum Evaluation, *Education Majors, *Females, Higher Education, *Physical Education, *Preservice Education, Program Descriptions, *Program Evaluation, School Surveys, *Teacher Programs, Womens Athletics

Two hundred and fifty college and university physical education departments offering major degrees to females participated in a survey to determine the degree of uniformity between professional preparation programs. Degrees offered, types of bachelor's degrees offered, National Council for Accreditation of Teacher Education status, current enrollment, and the grade point average required for graduation were elements considered by the researchers. For the undergraduate programs, major goals of the department, certification options open to students, faculty size, number of female major students, and the grade point average needed for graduation were investigated. Variations between institutions were discovered regarding all of the factors examined. A lack of preservice training in coaching skills, officiating procedure, and advanced skill level competency requirements was apparent. (LH)

ED 177 119 SP 014 603

Hogan, John H.

Creating a Cooperative Working Atmosphere in a Mandatory Fee Setting.

Pub Date-May 79
Note-12p.; Paper presented at the Annual Meeting of the American College Health Association (57th, Washington, D.C., May 25, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Clinic Personnel (School), *College Students, *Decision Making, Fees, Financial Needs, *Financial Support, Health Facilities, *Health Services, Higher Education, Medical Treatment, Program Effectiveness, *Student Role

In a mandatory fee setting it is important to develop a program that educates students on health center services so as to insure their continuing financial support. The Colorado State University Student Health Center receives no state funds and so has created techniques to fill this fundamental need. Students other than full-time, such as postdoctoral candidates, are eligible to use the health center. Students with six credit hours or more automatically pay the health fee. Students' spouses can also elect to pay the fee and receive the same health care as students. Center personnel have established a solid rapport with the student community through the use of orientations and open houses and encouraged the involvement of students in the fiscal decision-making process through the use of surveys and through the efforts of the student health organization. The effectiveness of this program design is reflected in the 1978 student referendum results, in which over 70 percent of the student population voted to increase health service fees rather than decrease the services offered. (LH)

ED 177 145 SP 014 840

A First Year Report Submitted to the National Institute of Education (NIE) February, 1979.

American Federation of Teachers, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Contract-400-77-0092
Note-26p.; Photographs may not reproduce clearly
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advisory Committees, Clearinghouses, Information Networks, *Inservice Teacher Education, Program Descriptions, *Resource Centers, *Teacher Associations, *Teacher Centers
Identifiers-*American Federation of Teachers

Five project activities of the American Federation of Teachers Teacher Center Resources Exchange are described in this report. The activity, rationale, accomplishments, and suggestions for modification are presented for the following group projects: (1) teacher center advisory group; (2) teacher center state network; (3) teacher center conferences; (4) teacher center resource clearinghouse; and (5) a manual on teacher center project development for teacher leaders. (JD)

ED 176 628 HE 011 669

Smith, Lee W. Muntone, John C.

A Management Workshop for Institutional Administrators in Optometric and Podiatric Education. Final Report and Compendium of Presentation Papers and Related Materials.

American Association of Colleges of Podiatric Medicine, Washington, D.C.; Association of Schools and Colleges of Optometry, Washington, D.C.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.-HRP-0901708

Pub Date-16 Mar 79

Contract-232-78-0125

Note-223p.; Not available in paper copy due to marginal legibility of original

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Personnel, Colleges, Cost Effectiveness, Decision Making, Educational Administration, Financial Needs, Financial Problems, Higher Education, Hospitals, *Institutional Administration, Management, *Management Development, Management Systems, *Medical Education, Medical Schools, *Optometry, Organizational Development, Performance Criteria, *Podiatry, Rating Scales, Tuition, Universities, *Workshops

A final report and compendium of presentation papers and related materials on a management workshop for institutional administrators in optometric and podiatric education is presented. Place and dates of the workshop are listed as are the participants, and the program agenda is provided. A synopsis of the curriculum content of the workshop includes such subjects as governmental relations, managing financial resources, and organization design and decision making. Workshop evaluation forms for each of the presentations and the overall workshop are included along with a modal profile analysis of each form. Appended are the presentation papers and related materials as follows: Financial Analysis for Colleges of Optometry and Podiatry'' (William Cleverley); How to Survive Without Federal Funds'' (Alvin Morris); The Eye Institute and the Third Party Market'' (Charles Mullen); Functional Value Analysis A Technique for Reducing Hospital Overhead Costs'' (James Bennett and Jacques Krasny); Integration of Management Systems and Procedures in Educational Institutions'' (F. Olmstead); Full Cost Tuition and the Academic Common Market'' (Spurgeon Eure); Establishing Performance Standards'' (Patricia Carlile and Robert Zimmerman); Critical Requirements of Performance for Accounting and Budget Personnel;'' and an outline of the small group sessions held during the Workshop. (PHR)

ED 176 810 JC 790 350

Busha, Charles H.

The Conduct of Needs Assessments Among Employers: A Manual of Techniques and Interpretations for Business/Industry Surveys.

Tri-County Technical Coll., Pendleton, S.C.
Spons Agency-South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-May 79
Note-69p.; Appendix II was deleted due to irreproducibility
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Surveys, Data Analysis, *Data Collection, *Employer Attitudes, Employment Potential, Institutional Research, Job Market, Junior Colleges, Labor Supply, *Manpower Needs, Needs Assessment, *Occupational Surveys, Questionnaires, *Research Methodology, *Technical Institutes

An organized approach to the assessment of the present and anticipated training needs of local business and industry is presented for two-year colleges with an occupational education orientation. The manual first presents a rationale for and a definition of employer needs assessments. Next the requirements for raw and relative data are discussed, as are the kinds of information that can be obtained from representatives from business and industry, community leaders, students and alumni, and faculty and staff. The manual then considers the planning and implementation of employer needs assessments in terms of: (1) determination of the specific purposes of the research project, e.g., identification of the training needs of local employers, of the employment trends in the area, and of the occupational skill level to be attained by graduates; (2) the steps of an employer needs assessment; (3) methodological practices that assure that those surveyed are representative of the whole employer population; (4) random sampling and stratification of samples; (5) data-gathering instruments and the usefulness of mailed questionnaires and structured and unstructured questions; (6) selection and training of interviewers; and (7) quantification and organization of data. The text includes sample structured questions, a bibliography, and an Occupational Inventory Checklist from the Tri-County Technical College Assessment Project. (JP)

ED 176 865 PS 010 860

Geier, Suzanne Smith And Others

The Relationship Between Duration of Postrotary Nystagmus and Driver Behavior: Learning Theory Module.

Pub Date-28 Jun 79
Note-47p.; Practicum Report, Nova University
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Behavior, *Behavior Patterns, Behavior Rating Scales, Emotional Adjustment, *Parent Child Relationship, *Preschool Children, *Psychophysiology, Social Reinforcement
Identifiers-*Postrotary Nystagmus Test

It was hypothesized that behavior patterns, learned early in life and maintained by almost continuous reinforcement, are determined by basic physiology, which in this study is represented by the duration of postrotary nystagmus (involuntary eyeball movement following rotational stimulation). The Southern California Postrotary Nystagmus Test was administered by an occupational therapist to 30 children (ages 3 to 5 years) attending a community college lab school and their parents. Both groups' behaviors (words, tones, gestures, postures and facial expressions) were then observed by parent educators. Observed behaviors were categorized as drivers'', or slogans which constitute invitations to comply in order to feel loved (such as Hurry Up, Be Perfect, Please Me, Try Hard, and Be Strong). A correlation of .65 was found for the relation between driver behavior in children and duration of postrotary nystagmus. A hierarchy of types of driver behavior was identified. Eighty-six percent of the children were observed to have 'Please Me' driver behaviors. The correlation for parents was less marked (r .28); 93% of the parents were observed to have 'Please Me' driver behaviors. These findings suggest that knowledge of how the individual processes information, as indicated by duration of nystagmus, is useful as an indicator of what behavioral invitations are likely to be accepted. Recommendations for further research are indicated. Appendices include charts and tables of data. (Author/SS)

ED 176 941 SE 027 726

Moses, Barbara

The Effects of Spatial Instruction on Mathematical Problem-Solving Performance.

Pub Date-Apr 79
Note-26p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Contains occasional light and broken type
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Educational Research, Elementary Education, *Elementary School Mathematics, *Elementary School Students, *Mathematical Concepts, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Performance, Problem Solving, Spatial Relationship, Teaching Techniques

This study investigated the effects of a series of mathematics lessons which were designed to encourage a spatial mode of thinking. Using fifth-grade students from four intact classrooms, a pretest and posttest battery composed of spatial tests, reasoning tests, and a problem-solving test, were administered to the experimental and two control classes as a measure of the effects of the instruction. Results showed that mathematical problem-solving performance increased significantly, particularly for students of low reasoning ability. (Author/HM)

ED 176 991 SE 029 030

Luehrmann, Arthur W., Ed.

Proceedings of the Second Annual Conference on Computers in the Undergraduate Curricula (Dartmouth College, Hanover, New Hampshire, June 23-25, 1971).

Dartmouth Coll., Hanover, N.H.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-71

Note-562p.; Contains occasional marginal legibility in figures and computer printouts

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Biology, Calculus, Chemistry, *Computer Oriented Programs, *Computers, *Conference Reports, Economics, *Higher Education, Humanities, Instructional Media, Mathematics Education, Physics, Probability, Social Sciences, *Undergraduate Study

Identifiers-Dartmouth College NH

Presented are 70 papers given at the Conference on Computers in the Undergraduate Curricula as well as a listing of over 100 papers submitted but not presented. The papers presented describe a wide variety of ideas and techniques for improving the teaching of traditional subjects through adjunctive use of the computer. (MK)

ED 177 054 SO 011 988

Manual on Evaluation in Population Education.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date-79

Note-156p.

Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adult Education, Curriculum Evaluation, *Decision Making, Educational Research, Elementary Secondary Education, *Evaluation Methods, *Measurement Techniques, Nonformal Education, *Population Education, Postsecondary Education, *Problem Solving, Program Evaluation, Research Problems, *Values

Based on the premise that the major emphasis in population education should be on the development of problem analysis and values clarification, the manual offers guidelines for program evaluation. It consists of eight chapters. Chapter I discusses the nature of educational research and in-school and out-of-school population programs. Chapter II provides a theoretical framework for the evaluation of population education programs. Chapter III discusses the evaluation of curriculum materials and the teaching-learning process and suggests measurement instruments. Chapter IV describes the evaluation of learning outcomes and also suggests sample test instruments. Chapter V presents techniques for evaluating training programs and gives examples of instruments that have been used. Chapter VI discusses issues relevant to evaluation of out-of-school programs in population education and Chapter VII is devoted to evaluative research. The final chapter considers the management of evaluation and includes a checklist for program directors in overall evaluation of their programs. A selected reading list is included. (KC)

ED 176 700 HE 011 867

New England Regional Student Program Enrollment Report.
New England Board of Higher Education, Wellesley, Mass.
Pub Date-79
Note-60p.
Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Students, Community Colleges, Comparative Statistics, Education Majors, Engineering Education, *Enrollment Rate, Enrollment Trends, Forestry, Health Occupations Education, *Higher Education, Junior Colleges, Pharmacy, State Colleges, State Universities, Technical Institutes
Identifiers-Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, *United States (Northeast), Vermont

A regional student enrollment statistical report for the 1977-1978 academic year is provided for Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Areas covered in the report are: the Non-Contract Program; state participation; students attending New England two-year colleges and institutes; students attending New England state colleges; students attending the six state universities, University of Lowell, and Southeastern Massachusetts University; and the Health Professions Contract Program. Several highlights are noted: enrollment in non-contract study increased by 107 students or 3.1 percent; enrollment shows use of 591 degree programs offered for regional enrollment by public colleges and universities in the region; and enrollment is highest in the fields of Pharmacy, Forestry, Education, and Engineering. A list of New England Regional Student Representatives is appended. (LC)

ED 176 766 IR 007 720

Ball, Alice D.

Resource Sharing through an Exchange Center, USBE.

Pub Date-Sep 77

Note-8p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Clearinghouses, Developed Nations, Developing Nations, *Information Dissemination, *International Educational Exchange, *Library Cooperation, *Resource Centers

The Universal Serials and Book Exchange, Inc. (USBE), which serves as a centralized clearinghouse set up in 1948 by several American library and scholarly associations and the Library of Congress, receives, processes, and redistributes surplus and duplicate publications. During the first half of its operating life, USBE concentrated on the distribution of American publications to libraries outside the United States which had lost their collections during the war or were developing a library system for the first time. After 1963, the emphasis shifted to monitoring resource sharing within the United States. By 1973, the USBE focused on international publication again, and currently distributes publications to libraries in all areas of the world, to developing and developed countries alike. In 1977 USBE received 5000 publications each working day from more than 50 countries. (Author/JEG)

5,000 publications each working day from more than 50 countries. (Author/JEG)

ED 176 788 IR 007 752

Hensley, Susan E. Nelson, Carnot
Information About Users and Usages: A Literature Review.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-31p.; For related documents, see ED 142 191, ED 161 444, ED 163 045, ED 169 883, IR 007 564, and IR 007 751; Appendix B may not reproduce well because of poor type quality
Pub Type- Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitudes, Cognitive Processes, *Information Dissemination, Information Needs, *Information Seeking, *Information Utilization, Institutional Environment, Personal Values, *Problem Solving, Use Studies
Identifiers-*State Dissemination Grants Program

Identified in this study are the factors which affect the user's capacity to seek out and utilize information, and the factors which serve as obstacles to information use. Factors relating to both organizational and individual use include level of use, user skills, and user motivation; differentiation of level of use is presented in three levels: user, potential user, and non-user. Eight states of use are later shown in Appendix A. Factors influencing user capacity in an organizational sense include structure, climate, and environment; structure refers to size, degree of centralization, and information flow. Factors in the organizational climate are identified as policy, problem-solving procedures, employee orientation, and leadership; environment encompasses budgetary considerations, maintenance, and the interface of innovations with general agency operations. The individual user analysis indicates that a person's past experiences and personality traits form his/her attitudes about using new information. Market segmentation, or breakdown of individuals according to their information needs, has applications for the design of program resources or information packages. Major segmentation variables are outlined in Appendix B, and 40 references are listed. (SW)

ED 176 886 PS 010 917

Grossman, Allyson Sherman

Children of Working Mothers, March 1977. Special Labor Force Report 217.

Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date-79
Note-42p.
Journal Cit-Monthly Labor Review; p30-3 Jan 1978
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Blacks, Caucasians, *Employment Statistics, *Family Characteristics, *Labor Force, *National Demography, Occupational Surveys, Racial Composition, *Working Parents, *Working Women

This special labor force report, focusing on children of working mothers, summarizes findings from the 1977 annual survey of marital and family characteristics of workers in the population who are 16 years old and over. Data are given on: the numbers of children of various ages with working mothers, the percentages of black and white children living with a single parent, the number of children either wholly or partially dependent on their mother's earnings for a large share of their support; and the average size of families of working and nonworking mothers. The following supplementary tables, each dated March 1977, are provided in the appendix: (1) Number of own children under 18 and family income in 1976, by age of children, type of family and employment status of parents; (2) Number of own children under 18 and median family income in 1976, by age of children, type of family, employment status of parents, race and Hispanic origin; (3) Number of families with own children under 18 and family income in 1976, by age of children, type of family and employment status of parents; and (4) Number of families with own children under 18 and median family income in 1976, by age of children, type of family, employment status of mother, race and Hispanic origin.

(Author/SS)

ED 176 966 SE 028 825

O'Hearn, George T. And Others

Demonstration and Evaluation of Benefits and Effectiveness of a Model for Student Projects in Environmental Problem Analysis.

Wisconsin Univ., Green Bay.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-UW-144-F-940
Pub Date-Aug 76
Note-115p.; Material printed on colored paper may not reproduce well
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Case Studies (Education), *College High School Cooperation, *Curriculum Research, *Educational Research, *Environmental Education, Information Dissemination, *Instruction, Interdisciplinary Approach, *Program Effectiveness, Secondary Education

Research was conducted involving a three-day workshop model. The first day of the workshop involves a session on a college campus for science teachers and social studies teachers and students for the purpose of developing understanding of environmental problems. The second day is conducted at the high school; teachers and students who attended the first session act as discussion leaders for larger groups of students. The third phase consists of a return to the campus of the original group of teachers and students to review data collected on an environmental problem identified in the high school session. This report evaluates the effectiveness of the workshops in producing changes in students participating in the workshops and in the curricula of schools sending participants to the workshops. (RE)

ED 177 018 SE 029 182

Engelhardt, Jon M. Wiebe, James H.

Measuring Diagnostic/Remedial Competence in Teaching Elementary School Mathematics.

Pub Date- 78

Note-25p.

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Clinic Personnel (School), Educational Diagnosis, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, *Measurement Instruments, Remedial Instruction, Remedial Mathematics, *Special Education Teachers, Teacher Behavior, Teacher Education, *Teacher Evaluation

Presented is an instrument that can be used to determine the competence of regular classroom teachers, special-education teachers, or clinicians in the area of diagnosis and remedial instruction in elementary mathematics. The instrument itself, an answer form, background and theoretical development of the instrument, reliability and validity data, scoring details, and a sample demonstrating the techniques for scoring are included. (Author/MK)

Disch, James G. Morrow, James R., Jr.

Prediction in Sport: Theories and Applications.

Pub Date-Mar 79
Note-39p.; Paper presented at the American Alliance for Health, Physical Education and Recreation National Convention (New Orleans, Louisiana, March 19, 1979)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aptitude, Basketball, *Performance, Physical Fitness, *Predictive Ability (Testing), *Predictive Validity, Predictor Variables, Research Criteria, *Research Methodology, Research Utilization, *Statistical Analysis, Volleyball, *Womens Athletics

The use of various physiological tests and measurements accurately predicts the performance ratings of female athletes. A study involving 180 female intercollegiate volleyball players, 142 female intercollegiate basketball players, and 115 female college-age nonathletes yielded a set of statistical differentials concerning arm length, lean weight ratio to fat weight ratio, leg strength, and running speed. On the basis of the statistical data alone, researchers were able to successfully classify the test subjects into the appropriate category of volleyball player, basketball player, or nonathlete. Tests of this kind are of interest to sports personnel for use in recruitment and training decision-making. (LH)

ED 176 847 PS 010 495

Singer, Jerome L. Singer, Dorothy G.

Television Viewing, Family Style and Aggressive Behavior.

Yale Univ., New Haven, Conn. Family Television Research and Consultation Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79
Note-48p.; Filmed from best available copy; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Houston, Texas, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Aggression, Discipline, *Family Characteristics, *Family Environment, Family Problems, Intelligence Differences, *Play, *Preschool Children, Preschool Education, Social Class, *Television Viewing

As part of a larger 1-year examination of the relationship between television viewing patterns and spontaneous play in nursery school, this study focuses on (1) the correlation between children's television viewing patterns in the home and their level of aggression in nursery school, and (2) specific factors within family settings that might determine this correlation. The major sources of data were daily logs kept by parents of the type and frequency of programs watched by their children over two-week periods four different times during the year; concurrent observations and ratings of overt physical aggression directed toward other children on property during free play in nursery school; and family interview questionnaires concerning daily routines in the home, patterns of discipline, leisure activities, TV viewing habits, and indications of family difficulties. Data from the parent logs and observations were based on a sample of 141 three- and four-year-olds, while the interviews were given to a subset of four groups of children (N 10 per group) who represented the extremes in both TV viewing and aggression. Correlations between weekly TV viewing and aggression (r .35) were significant, even with the effects of socioeconomic status, ethnicity, and IQ partialed out. Further analyses suggest a causal direction from heavy TV viewing to aggressive behavior. Results of the family interview study indicated significant differences among the groups of extremes on the level of order and organization in the family, and on the degree of outside activities engaged in by the family. (Author/SS)

ED 177 092 SP 012 948

Toledo, J. R. Hughes, Howard

Health Behavior, Health Education, Health Service Utilization and Compliance with Health Regimes: An Annotated Bibliography.

Pub Date-77

Note-36p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitudes, *Behavioral Science Research, *Behavior Patterns, *Health Education, *Health Services, Information Dissemination, Special Health Problems

This bibliography includes references from major articles, Index Medicus (1972- 1977), and Psychological Abstracts (1967-1977). The material is arranged under four major headings health behavior, health education, health services utilization, and compliance with health regimes. It will be of interest to persons working in medical settings and those concerned with health maintenance and behavioral medicine. (JD)

ED 177 146 SP 014 844

Harding, Dennis And Others

Professional Educators' Perceptions of Teaching Responsibilities and Satisfaction with College Preparation.

Pub Date-Dec 78
Note-47p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Preparation, *Educational Assessment, Faculty Workload, Noninstructional Responsibility, *Program Evaluation, *Teacher Attitudes, *Teacher Responsibility, Teaching Assignment

The purpose of this survey was to determine how public school teachers view the need to perform certain job-related responsibilities and the adequacy of their college preparation for meeting those duties. The responses to the questionnaire are presented in tabular form. A copy of the questionnaire is appended to this report. (JD)

ED 176 592 FL 010 826

Crandall, Jo Ann

Adult Vocational ESL. Language in Education: Theory and Practice, No. 22.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-67p.
Available from-Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($5.95)
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Basic Education, Adult Education, Course Content, Curriculum Development, *English (Second Language), *English for Special Purposes, *Language Instruction, Language Programs, Material Development, Models, Motivation, Needs Assessment, *Program Design, Program Development, Program Evaluation, Second Language Learning, *Vocational Education
Identifiers-Information Analysis Products

This survey of vocational English as a second language (ESL) for adult learners covers the following areas: (1) language content (pronunciation, structure, vocabulary, style and conversational strategies, literacy training, motivation); (2) program design, including a variety of program models; and (3) materials development (needs assessment, material adaptation and creation, curriculum development, syllabus design, field testing and evaluation). Chapters are devoted to an overview of the status of vocational ESL programs, a discussion of research needs in vocational ESL, and a summary of characteristics of successful programs. Two sample supplementary lessons are appended, and a lengthy annotated bibliography completes the document. (JB)

ED 176 611 HE 011 578

von Zur-Muehlen, Max

The Development of Canadian Education in the Sixties and Seventies.

Pub Date-Dec 75
Note-89p.; Second draft
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140) - Historical Materials (060)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Students, Demography, Educational Background, Educational Finance, *Educational History, *Elementary Secondary Education, *Enrollment Trends, Foreign Countries, Graduate Students, Higher Education, *Postsecondary Education, *Student Characteristics, Student Financial Aid, Student Mobility, Student Teacher Ratio, *Teachers, *Trend Analysis, Universities
Identifiers-*Canada

An overview of the development of education in Canada since the early 1960s is presented. The influence of demographic patterns on enrollment at all levels of education is investigated. Enrollment patterns from the elementary through the doctoral level are discussed, and the university participation rate trends are examined. The growth in postsecondary enrollment has been reflected in the increase in the number of degrees, diplomas, and certificates granted for full-time and part-time study. Almost 25 percent of the labor force now has at least some postsecondary education. The mobility pattern of university students is described and trends in teacher supply and demand at all levels of the educational system are discussed. The financing of education in Canada, including student assistance, sources of funds, government expenditures, and expenditures on various types of education, is examined. Canadian research and development funding is also described. Over 40 tables present data on all aspects of educational trends and financial aspects of education in Canada for the period 1960 through 1977. (SC)

ED 176 646 HE 011 727

Dunn, Samuel L.

The Coming Obsolescence. A Scenario for Residential Colleges.

Pub Date-Dec 78

Note-21p.; Adapted from a speech presented at the World Future Society conference (Houston, Texas, October 21, 1978)

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, College Role, *College Students, Computers, Continuous Learning, Economic Change, *Educational Change, Educational Economics, Educational Technology, Enrollment Trends, External Degree Programs, *Futures (of Society), *Higher Education, Liberal Arts, Nonresidential Schools, *Nontraditional Students, Open Education, Private Colleges, Public Opinion, *Relevance (Education), *Residential Colleges, Student Costs, Undergraduate Study

Identifiers-Nontraditional Education

Fundamental changes that will affect American higher education during the next 20 years are discussed with specific reference to residential colleges. It is suggested that many traditional residential colleges will have difficulty meeting the challenges of a changing society and will be forced to close their doors. The development and adoption of external degree programs, technological developments, lowered public expectations about a college education, economic factors, and social change will all affect the future of these colleges. Several examples of external degree programs (EDP) and changing patterns of college attendance throughout the history of higher education are described. Technological developments that allow students to obtain a college degree without going away to college are also described. The increase of short term career development courses and lifelong learning will also exert a major impact on higher education as well as the increasing cost of maintaining a traditional educational establishment and changes in demographics and laws in the United States. It is projected that for these and other reasons 25 percent of today's liberal arts colleges will be closed within 20 years. The most important requirement for survival is the willingness of the residential institutions to change to meet the challenges of the future. (SF)

ED 176 664 HE 011 779

Hyde, William

The Equity of the Distribution of Student Financial Aid.

Education Commission of the States, Denver, Colo. Education Finance Center.
Report No.-F79-2
Pub Date-Aug 79
Note-51p.
Available from-Education Finance Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Budgets, College Freshmen, *College Students, Community Colleges, Comparative Analysis, Consumer Protection, Definitions, Educational Economics, Eligibility, Family Income, *Financial Needs, Grants, Higher Education, Institutional Characteristics, Junior College Students, *Parental Financial Contribution, Private Colleges, Resource Allocations, State Colleges, Student Costs, *Student Financial Aid, Student Loan Programs
Identifiers-*Student Budgets

The equity of student financial aid as it is distributed among full-time, dependent freshmen students of different parental incomes and at various types of institutions is examined. The first part of this paper clarifies concepts and definitions surrounding student financial aid. Calculation of the ability to pay, the financial standard of measure, net cost to the family, and net cost to the student are discussed in an effort to establish a common base for equity in determining expected amounts of aid or contributions. Estimates of student budgets, the direct cost of attendance to the student, and the financial resource composition of the cost of attendance are presented to identify differences among students of varying parental income. The disparity between expected parental contribution and actual parental contribution is discussed for different income categories and types of institutions (public, private, four- and two-year). The results indicate that, in general, parental contribution as a percentage of the student's budget is constant across all sectors except for students at two-year public institutions. The resource composition of budgets for students attending community colleges show that they pay a larger percentage of their educational costs than students from any other sector. Institutional expenditures per student dollar expenditure are also investigated for each institutional type. (SF)

ED 176 682 HE 011 829

Compton, Luvenia, Comp.

Collective Bargaining in Higher Education. A Bibliography. Bibliography Series 1.

California Polytechnic State Univ., San Luis Obispo.
Pub Date-78
Note-23p.
Available from-California Polytechnic State University, San Luis Obispo, CA 93407
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Collective Bargaining, *College Faculty, Employer Employee Relationship, *Faculty College Relationship, Faculty Workload, *Grievance Procedures, Higher Education, *Unions
Identifiers-California Polytechnic State University

Approximately 200 book and periodical references on collective bargaining in higher education are cited in this bibliography compiled from the resources available to the California Polytechnic State University Library at San Luis Obispo. Covering the period from the late 1960s to the present, the books are arranged in one alphabet. Among the issues covered are: academic governance and unions, student involvement, negotiations, impacts on university costs and structure, models of governance, and bargaining behaviors. Collective bargaining rights became the law for California faculty in higher education in August 1978. A list of 57 journal sources is included. (PHR)

Osipova, I. P.
The National Library of the USSR, Its Role in the Country's Library System. Reaction paper by Frank M. McGowan.
Pub Date-May 79
Note-67p.; Papers presented at the Soviet-American Library Seminar (1st, Washington, D.C., May 4-6, 1979); For related documents, see IR 007 541-547; Best copy available
Language-English; Russian
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Translations (170)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Centralization, Comparative Analysis, Foreign Countries, Government Libraries, *Library Networks, *Library Programs, *Library Role, Library Services, *National Libraries, National Programs
Identifiers-United States, *USSR

An objective description of the programs and outline of the problems of the Lenin State Library are presented by I.P. Osipova of the Lenin State Library of the USSR, and a comparison between that library and the Library of Congress (LC) is presented by Frank M. McGowan. The Lenin Library serves as national library of the USSR, state repository of domestic and foreign printed materials, cultural information center, center for selected bibliography and interlibrary loan, research center in library science, and methodological and consultative center for Soviet libraries. Osipova discusses these functions in detail and notes that the library's information work deals with reference services, preparation of information sources, and the establishment of reference tools. The centralization and branch-networks of the Soviet libraries are stressed, and problems are briefly mentioned. In commenting on this paper, McGowan notes Osipova's avoidance of controversial issues and subjectively compares the Lenin Library and LC. The most significant difference is that the former is an officially designated national library, with broadly defined responsibilities, while the latter is not. The national responsibilities and services of both libraries are contrasted, and problems concerning growth of staff, space allocation, and collection development are noted. (CWM)

ED 176 829 JC 790 540

Riedel, J. E.

Student Handbook: Interdisciplinary Studies 800, Assessment of Experiential Learning.

Coastline Community Coll., Fountain Valley, Calif.
Pub Date-Jun 78
Note-64p.; For related documents, see JC 790 573-579
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, *Adult Learning, *Advanced Placement, *College Credits, Community Colleges, Employment Experience, Equivalency Tests, *Experiential Learning, *Junior Colleges, Knowledge Level, Learning Experience, Measurement Instruments, *Portfolios (Background Materials)

This handbook was designed for adults who did not complete an occupational or degree objective and who are considering returning to college and wish to request credit or advanced standing for learning acquired through non-college experiences. The handbook guides the student in the preparation of a portfolio which examines, identifies, describes, and evaluates learning experiences and aids in determining the place of these experiences within an educational plan. The handbook's first section discusses the personal, career, and educational benefits in preparing a portfolio. The second explains how to identify educational goals and provides guidelines for defining life goals, translating them into educational goals, and writing a degree program which recognizes prior learning. The third section clarifies the use of guides which list the competency requirements of a degree program against which the student can measure non-academic learning. The fourth section indicates how to write a description of non-academic learning experiences and their relevance to a college program. The fifth section reveals how student learning can be verified, measured, and evaluated, while the sixth explains formal requests for prior learning via a petition review committee. The seventh section outlines the parts of the formal portfolio. Four appendices deal with tools used in portfolio preparation. (Author/JP)

ED 176 866 PS 010 863

Pinn-Wainwright, Saundra

Salary Study 1979: A Report of Administrative and Professional Salaries in Voluntary CWLA Member Agencies.

Child Welfare League of America, Inc., New York, N.Y.
Pub Date-Apr 79
Note-31p.
Available from-Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 (Paper, $3.95; discount on quantity orders)
Pub Type- Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-*Administrative Personnel, *Child Care Workers, Day Care Services, *Professional Personnel, *Salaries, Salary Differentials, *Social Agencies, Social Workers, *Welfare Agencies
Identifiers-Canada

This 14th annual Child Welfare League (CWL) survey of salaries paid by child welfare and families and children's agencies to professional and administrative personnel provides the agencies with current information on salaries paid in various parts of the United States and Canada. A total of 213 questionnaires were sent out, and 190 responses were returned. Each agency was asked to report the total number of full-time and part-time staff employed as of January 1, 1979, as well as total number in each position category. Agencies were also asked to indicate whether the executive director or assistant director received full maintenance and to report the salaries of residential supervisors and child care workers according to whether or not full maintenance was provided. Data concerning the salary distributions and distribution of agencies and staff are presented in 21 tables. (Author/MP)

ED 176 905 RC 011 291

Huck, Albert R. Decker, Eugene

Environmental Respect: A New Approach to Outdoor Education.

Safari Club International Conservation Fund, Tucson, Ariz.

Spons Agency-Colorado State Univ., Ft. Collins. Dept. of Education.; Colorado State Univ., Ft. Collins. Dept. of Fishery and Wildlife Biology.

Pub Date-Jan 76

Note-174p.

Available from-Safari Club International Conservation Fund, 5151 E. Broadway, Suite 1680, Tucson, Arizona 85711 ($3.50)

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Activities, Animal Behavior, Camping, *Conduct, *Curriculum Development, Curriculum Enrichment, Curriculum Planning, Educational Objectives, Educational Philosophy, Educational Resources, *Environmental Education, *Ethical Instruction, Ethics, Experiential Learning, Instructional Materials, Interdisciplinary Approach, Lesson Plans, *Outdoor Education, *Program Development

Identifiers-Fishing, Hunting

Most outdoor education programs do not include the teaching of correct outdoor behavior. The purpose of this manual is to assist educators and concerned lay persons in establishing an outdoor education program with an instructional strategy that will manipulate students into becoming responsible, ethical, respectful outdoor citizens. Both lay persons and educators can use the detailed manual explanations, directions, and hints to guide them through the entire process of designing an Environmental Respect curriculum package, from program inception through approval and implementation to evaluation and modification. Five sample Curriculum Lesson Ideas (Investigating Wildlife, Investigating Hunting, Investigating Fishing, Investigating Hiking and Camping, and Survival) attempt to bring out the unique qualities of this outdoor education philosophy which emphasizes developing environmental respect by utilizing the outdoor sports. Respectful behavior is the essence of the units which begin with an introduction and a topic outline. For each topic there is an overview, a basic approach, and behavioral objectives with activities for achieving them. A resource section lists sources of appropriate teaching materials for each unit. Additional resource material sources such as federal and state agencies, associations, and companies are listed in an appendix. (SB)

Watt, John R.
The Rural Teacher Center A Response to Rural Educational Change.
Resource Development Foundation, Battleboro, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-84p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Change Strategies, Community Change, Early Childhood Education, *Educational Change, Educational Innovation, Faculty Mobility, Inservice Teacher Education, *Primary Education, *Rural Education, *Student Centered Curriculum, *Teacher Centers, Teaching Techniques, Urban to Rural Migration
Identifiers-British Primary Education, *Mountain Towns Teacher Center VT

The history of the emergence and eventual success of the Mountain Towns' Teacher Center (MTTC) in South Central Vermont is embedded in the socio-historical development of the area and in the process of educational change. In the late 60's and early 70's the skiing industry created an influx of exurban populations which altered the patterns of stability and continuity in the communities of Wilmington, Dover, and Readsboro. The traditionally isolated public schools then suffered the additional disadvantage of frequent turnover among teachers and students. The idea of a teacher center grew out of a graduate course in education offered at Wilmington's Deerfield Valley Elementary School (DVES). The teacher center, based at DVES, has followed the developmental process outlined in the Rand study on educational change by Burman and McLaughlin planning, initial program adjustment, expansion, and adaptation. The adaptation phase, involving the search for a new support structure, is ongoing at present. Although MTTC took an early lead in the rural teacher center movement, committment to innovation in rural education has been widespread and was actively fostered by the state department of education for years before MTTC came into being in 1974. (KO)

Bryant, LeEarl Ann, Ed.

Upward Mobility and Professional Development for Women Engineers.

Spons Agency-Engineering Foundation, Inc., Raleigh, N.C.; Society of Women Engineers, New York, N.Y.
Pub Date-76
Note-108p.; Proceedings of an Engineering Foundation Conference (Easton, Maryland, October 11-15, 1976); Contains photographs and occasional small print that may not reproduce well
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Career Development, Career Opportunities, *Career Planning, *Engineers, *Females, Occupational Guidance, Professional Recognition, *Promotion (Occupational), Science Careers, Science Education, *Womens Education, Workshops

Presented are the proceedings of a 1976 Engineering Foundation Conference sponsored by the Society of Women Engineers and the Engineering Foundation. The format of the conference consists of an informal program of speakers and discussion group meetings dealing with the effective use, development, and advancement of female talent in handling problems in engineering and management. Topics include Career Patterns, Professional Development, Job Negotiation, Management Success, and Executive Potential. The five appendices contain supplementary information including a conference participant list and a selected bibliography. (MA)

Weaver, J. Fred

Third Grade Students' Performance on Calculator and Calculator-Related Tasks. Technical Report No. 498.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Grant-OB-NIE-G-78-0217
Note-38p.; Report from the Project on Studies in Mathematics
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Addition, *Algorithms, *Calculation, Concept Formation, Elementary Education, *Elementary School Mathematics, Grade 3, *Mathematical Concepts, *Research, Subtraction
Identifiers-*Calculators

Refinements of work with calculator algorithms previously conducted by the author are reported. Work with "chaining" and the doing/undoing property in addition and subtraction was tested with 24 third-grade students. Results indicated the need for further instruction with both ideas. Students were able to manipulate the calculator keyboard, but had difficulty with the conceptualizations of the calculations to be executed. (MS)

Remy, Richard C.
Handbook of Basic Citizenship Competencies.
Ohio State Univ., Columbus. Mershon Center.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0050

Note-125p.; For related documents, see SO 011 968-973; Checklists on pages 93-99 may not reproduce clearly in paper copy due to small and broken print type of original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education, Citizen Role, *Citizenship, Citizenship Responsibility, Decision Making Skills, Educational Improvement, Educational Needs, *Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Learning Activities, Nonformal Education, Political Socialization, Skill Development, *Skills, Social Change, Socialization, *Social Studies

Part of a project to assist educators, parents, and community leaders as they develop and implement citizenship education programs, the document identifies and describes citizenship competencies. The document is presented in five chapters. Chapter I introduces the handbook and considers factors influencing citizenship education including social change, diversity of citizenship-related approaches used by educators, and influences of family and community organizations. Chapter II identifies seven basic citizenship competencies acquiring and using information, assessing involvement, making decisions, making judgments, communicating, cooperating, and promoting interests. Chapter III describes these competencies and suggests activities to help individuals reinforce and evaluate competency attainment. Activities include sketching maps to show space usage in the home (primary grades), interviewing city council members (middle grades), and gathering public opinion data (adult). Chapter IV describes a conception of citizenship useful for educators. It emphasizes that citizenship involves rights, responsibilities, and tasks associated with governing the various groups to which a person belongs. The final chapter provides criteria for evaluating citizenship-related learning experiences. Criteria stress de-briefing by learners and relating content to student experiences. The document concludes with a bibliography and checklist for assessing instructional materials and objectives. (DB)

Consumer's Choice: An Interdisciplinary Approach to Consumer Education. Developed for Grades K-4.

Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-299p.; For related documents, see ED 164 388 and 389; Not available in paper copy from EDRS due to colored pages in original document
Available from-Project ICE, Allegheny Intermediate Unit, Suite 1300, Two Allegheny Center, Pittsburgh, Pennsylvania 15202 (free, limited supply)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Civil Rights, *Concept Teaching, Consumer Economics, *Consumer Education, *Daily Living Skills, *Educational Strategies, Elementary Education, Integrated Activities, *Interdisciplinary Approach, Learning Activities, Purchasing, Social Studies

This manual suggests teaching strategies for integrating consumer education into art, language arts, mathematics, science/health, and social studies in grades K-4. The guide lists consumer education competencies, interdisciplinary structures for consumer education, and provides a chart which relates competencies to page numbers in the guide. Competencies are related to the concepts of the marketplace; legal rights, redress, and consumer law; major purchases of products and services; and special problems such as advertising and product safety. Sections for individual subject areas include the concept, competency, and sub-competency to be covered for each activity, suggested classroom activities, resources, follow-up activities, and performance indicators. In art, students draw a labor saving device, make collages of luxuries they desire and then compute the price, and design packages for new products. Some activities in language arts include interviewing people about their purchasing goals, writing letters of complaint, and consulting a telephone directory to locate agencies which benefit consumers. Mathematics students examine differences between bartering and using money, play monopoly, and prepare a shopping budget. Activities in science and health include presentations by public health officials, discussions of drugs, cigarettes, and alcohol, and examination of advertisements for unnecessary products. Social studies classes examine differences between goods and services, fill out a checklist of basic needs, and comparison shop through newspaper advertisements. Lists of relevant books, film, teaching kits, games, and resources of free material and information are included. (KC)

ED 177 073 SO 012 012

Reardon, Betty
The Child and World Order: Reflections on International Year of the Child. The Whole Earth Papers, No. 11.
Global Education Associates, East Orange, N.J.
Pub Date-79
Note-11p.
Available from-Global Education Associates, 552 Park Avenue, East Orange, New Jersey 07017 ($0.70, quantity discounts available)
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Advocacy, *Childhood Needs, *Child Welfare, Civil Liberties, *Futures (of Society), *Global Approach, Helping Relationship, Human Dignity, Individual Power, Peace, Quality of Life, Values

Reflection upon childrens' rights and needs and upon society's values with regard to children has been stimulated by the United Nation's designation of 1979 as the International Year of the Child (IYC). Conflicting images related to children and childhood have emerged as a result of this increased concern with young people. These include that children are innocent victims of environmental and political policies, cherished possessions of their families, the hope of the future, and dependents who are incapable of coping on their own. In IYC-related activities, the United Nations has called attention to suffering of children from ill health and economic disadvantagement, the need for effective child advocates, the dearth of resources available for children's needs, and the lack of research on the survival and well-being of children. A world-order approach to childrens' needs would focus on assessment of the present situation, diagnosis, projection of a preferred situation (in which children would be participants rather than victims), and policy suggestions. Values stressed in this world order approach to children include peace, economic well-being, social justice, ecological balance, and participation in decision making. The conclusion is that children will benefit from society which stresses human values rather than technical and material values, provides a healthful environment, encourages social security and education for all, and offers expectation of a bright future. (DB)

ED 176 741 IR 007 685

Handbook for Public Library Boards of Trustees.
Tennessee State Library and Archives, Nashville.
Pub Date-73
Note-46p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Governing Boards, Laws, Library Associations, Library Services, Policy, Professional Personnel, *Public Libraries, Regional Programs, Responsibility, *Trustees
Identifiers-*Tennessee

This handbook for Tennessee library boards of trustees has five major sections: (1) public library laws of Tennessee; (2) public library services in Tennessee, including those of the Tennessee State Library and Archives and the Tennessee regional library system; (3) the library board of trustees; (4) library staff; and (5) library services. Also provided are sample by-laws, policies of the library board, the American Library Association Library Bill of Rights, and a Freedom to Read statement. (JD)

ED 177 019 SE 029 186

Weaver, J. Fred And Others

Calculator Explorations with Seventh Grade Students: Some Calculator-Inspired Instructional Materials, Observations, and Investigations. Technical Report No. 497.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Grant-OB-NIE-G-78-0217
Note-248p.; Report from the Project on Studies in Mathematics; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Calculation, Experimental Curriculum, Grade 7, *Instructional Materials, *Junior High School Students, *Mathematics Curriculum, *Mathematics Instruction, Middle Schools, *Research, Secondary Education, *Secondary School Mathematics, Worksheets
Identifiers-*Calculators

This report brings together in a single source observations and materials of instructional importance in calculator explorations with seventh-grade students from 1976 through 1978. Students used algebraic-logic calculators with no operational hierarchies. At the end of the school year, students were introduced to reverse Polish notation-based calculators. Student performance with number sentences and with calculator notation and tasks is described. Illustrative materials are included. (Author/MK)

ED 177 147 SP 014 846

Population Trends and Their Implications for Association Planning, 1979. NEA Research Memo.

National Education Association, Washington, D.C.
Pub Date-79

Note-12p.
Available from-NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, Conn. 06516 (NEA Members $2.00; Nonmembers $3.50)
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Birth Rate, *Employment Trends, *Population Trends, *Teacher Associations, Teacher Employment, *Teacher Supply and Demand

The relationship between national population trends and teacher supply and demand is investigated, and guidelines for local teacher association planning are presented. (LH)

ED 176 629 HE 011 672

Role and Scope of the Montana University System. Adopted June 25, 1979 by the Board of Regents, Montana University System.

Montana State Office of the Commissioner of Higher Education, Helena.
Pub Date-25 Jun 79
Note-66p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Majors, College Programs, *College Role, Degrees (Titles), Educational Objectives, Educational Resources, Governing Boards, *Higher Education, Multicampus Colleges, Postsecondary Education, Program Evaluation, *State Universities, *Statewide Planning
Identifiers-*Montana, *Position Papers

The role and scope of the Montana University and postsecondary education system are described. It is explained that the primary goal of the Montana University System is to use as effectively as possible the resources available to it in providing high quality educational opportunities and service to the people of the state, encompassing the three traditional functions of a university instruction, research, and public service. The missions of each of the six individual campuses are explored. The nature of the degree programs in the liberal arts (both the thematic programs and the interdisciplinary programs) and the non-degree area studies programs are discussed. The college(s) responsible for each of the areas of study and the degree(s) offered are identified for each of the following study areas: humanities, fine arts, social sciences, biological sciences, physical sciences, teacher education, business and management, engineering, technology, industrial arts, home economics, allied health, human services, and unique professional programs (e.g., law, agriculture, physical therapy). Procedures for review of academic programs are listed. (PHR)

ED 176 701 HE 011 868

A Study of Dental Graduates of the WICHE Student Exchange Programs Showing the Relation of That Group to the Dental Manpower of the Sending States.

Western Interstate Commission for Higher Education, Boulder, Colo.
Pub Date-Aug 77
Note-38p.
Available from-Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302
Pub Type- Reports - Research (143) -- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cooperative Programs, *Dental Schools, *Dentists, Followup Studies, *Geographic Distribution, Higher Education, Manpower Utilization, *Student Exchange Programs
Identifiers-Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Utah, Western Interstate Commission for Higher Education, Wyoming

Tables are presented that detail the relation of 422 Western Interstate Commission for Higher Education (WICHE) exchange program dental graduates to the dental manpower of the following sending states: Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming. Tables show the location of the WICHE graduates, the number of dentists in the WICHE sending states, an analysis of the ratio of program graduates with permanent addresses and dental manpower in WICHE sending states, and an analysis of graduates and current dental manpower in the 10 states combined and by state. Among findings of the study are that 59 percent of the graduates were located in 1975 in the home state that had sent them as exchange students, 124 graduates were located in the three states having receiving dental schools, the graduates of the seven WICHE schools constitute 23 percent of all the student exchange program graduates located in the 10 sending states combined, and 26 graduates were located in the United States outside the WICHE region. (PHR)

ED 176 767 IR 007 721

Siddique, Abu Bakr

Subscribing to Foreign Journals in Bangladesh.

Pub Date-Sep 77

Note-9p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session Seminar on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); Best copy available; For related documents, see IR 007 707-722

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developing Nations, *Information Needs, International Educational Exchange, International Programs, *Library Acquisition, *Library Cooperation, *Periodicals, Problems, University Libraries

Identifiers-*Bangladesh

The lack of foreign exchange caused serious problems in the acquisition of foreign journals by libraries in Bangladesh during the first years of independence. Although the governments of the United Kingdom and the United States of America (under ODA and AID schemes) have provided financial and other assistance, few institutes have received the journals in complete runs. A major problem for the acquisition of foreign journals seems to be the loss of issues in transit, in addition to increasing costs for subscriptions and postage (registered post and air mail). A cooperative project at the international level might help the universities of Bangladesh to fill in the missing issues. (Author/JEG)

ED 176 811 JC 790 385

Corbitt, Gail

First Year of ARAP-SIS: A Summary of the Results from a Comprehensive Student Follow-Up System.

Arapahoe Community Coll., Littleton, Colo.

Pub Date-22 Jun 79

Note-22p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, Dropout Research, Dropouts, *Enrollment Influences, *Followup Studies, Graduate Surveys, Junior Colleges, *Junior College Students, *Participant Satisfaction, Relevance (Education), *School Holding Power, Student Personnel Services, Transfer Students, Vocational Education

Identifiers-No Shows, *Student Objectives

ARAP-SIS, Arapahoe Community College's (ACC's) student follow-up system, consists of seven subsystems. Between 1976 and 1978, five of these were implemented. Data from the goals and intent subsystem revealed that 60% of the students who declared a goal intended to receive an associate degree in an academic field, though many were occupational majors. The course withdrawal subsystem focused on reasons for withdrawal and potential benefits from counseling, while the college withdrawal subsystem looked at students' major, reasons for withdrawal, use of student services, and intention to return to ACC. In both studies, the most frequently cited reason for withdrawal was conflicting job hours. Another subsystem considered students who enrolled for courses but did not show up during the first two weeks. Discounting the many students who actually desired to be reinstated, 26% of the "no shows" or "walk ins" did not attend because of conflicting job hours and 25% because of personal or family reasons. The graduate follow-up subsystem investigated selected student characteristics, career and educational objectives and present status, employment background, transfer problems, relatedness of ACC training to job, interest in returning to ACC, satisfaction with college services and preparation, job prospects, and salaries. Summarized findings are provided and tables present selected data for each subsystem. (AYC)

ED 176 887 PS 010 918

Newcombe, Nora MacKenzie, Doris L.

Development of Encoding and Decision Processes in Visual Recognition.

Spons Agency-Pennsylvania State Univ., University Park.
Pub Date-Aug 78
Note-22p.; An earlier report was presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 28-September 1, 1978)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Cognitive Development, Elementary School Students, Kindergarten Children, *Memory, Preschool Children, *Reaction Time, *Recognition, Visual Stimuli
Identifiers-*Visual Recognition

This experiment examined two processes which might account for developmental increases in accuracy in visual recognition tasks: age-related increases in efficiency of scanning during inspection, and age-related increases in the ability to make decisions systematically during test. Critical details necessary for recognition were highlighted as inspection, test, both or neither. Four groups were tested at each of three ages, 4, 6, and 8 years. Highlighting at inspection was found to increase accuracy and decrease response time for all age groups. Highlighting at test improved accuracy only when highlighting had also occurred at inspection. Highlighting at test also decreased response time at all ages, but the effect was larger for older groups. Age differences in accuracy were significant in all four conditions. Changes in scanning and decision processes do not seem to be powerful factors accounting for improvement in visual recognition in the 4 to 8 year age range. (Author/RH)

ED 176 967 SE 028 843

Edwards, Louis M.

A Report on Students in Calculus: A Survey of the Background and Success of Students Taking Calculus at Valencia Community College, 1971-1974.

Valencia Community Coll., Orlando, Fla.
Pub Date-Dec 75
Note-19p.; Contains occasional broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement, Background, *Calculus, *College Mathematics, Educational Objectives, *Educational Research, Higher Education, Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Student Characteristics
Identifiers-Valencia Community College FL

The objectives of this study were to collect and summarize data on students enrolled in a three course sequence of calculus at Valencia Community College, and to describe the educational goals of these students. Specifically, the study sought information about the success rate, previous college mathematics, and scores on a standardized test of students enrolled in the calculus sequence. Results include an increase in enrollments in calculus over a three-year period, with smaller enrollment figures in the two higher courses and almost 50% of the students pursuing preprofessional or business fields. (MP)

ED 177 093 SP 013 197

Focus on Inservice Education.
Ohio State Dept. of Education, Columbus.
Pub Date-78
Note-292p.
Available from-Ohio Department of Education, Room 416 65 S. Front Street, Columbus, Ohio 43215 ($2.00 ╥ .70 postage)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Administrator Education, Career Education, Curriculum Design, Economic Education, Educational Objectives, *Effective Teaching, Guidance Programs, *Inservice Teacher Education, *Program Development, Reading Development, *Skill Development, Special Education, *State Programs, *Teaching Skills, Volunteers
Identifiers-Ohio

Inservice programs conducted in Ohio school districts which were designed to improve teacher and administrator skills are described. Fields in which improvement suggestions are given include: staff development (Ohio schools only) administrative inservice; arts; career education; curriculum design; economic education; guidance; instructional concerns; kindergarten; motivation; new teacher orientation; organizing inservice training programs; reading (levels K-12); special curriculum areas; special education; and usage of volunteers. A brief program description of each town or area school's specific inservice training method is given, along with the intended participants and a means for evaluation. Names, addresses, and telephone numbers of persons to contact for further information are given, and a bibliography and inservice resource talent questionnaire are appended. (LH)

ED 177 121 SP 014 611

Dunetts, Michael J. Dillman, Charles J.
Running Patterns of Highly Skilled Distance Runners.
Pub Date-Mar 79
Note-22p.; Paper presented at the AAHPER National Convention (New Orleans, Louisiana, March 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Athletics, *Biomechanics, Comparative Testing, Efficiency, Individual Characteristics, *Individual Differences, *Individualized Programs, *Norms, *Performance Factors, Physiology, *Running

The biomechanical elements inherent in the running styles of Olympic-level athletes were examined in order to obtain a range of parameter values for specific running velocities. Forty-eight athletes participated in middle and long distance running events that were filmed and later analyzed to determine the relationship between the physical components of each runner's style and that runner's track performance. Group norms were established for characteristics such as thrust angle, touchdown (to ground), angle relative to hip location, trunk angle, vertical rise, stride length, stride rate, leg length, times of support (by ground) and nonsupport, and horizontal velocity. This information was then arranged in chart form. Diagrams designed to elucidate the results were drawn, and suggestions for a theoretical model of running based on arithmetic stylemes were developed. (LH)

ED 176 742 IR 007 686

Readiness for an Effective Dissemination Program. Final Report, July 1976 through December 1977.

Puerto Rico State Dept. of Education, Hato Rey.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-NIE-G-76-0047
Note-64p.; Exhibit 4 was removed because of illegibility of the examples of publications
Language-English; Spanish
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Budgets, Educational Administration, *Educational Improvement, Educational Innovation, *Elementary Secondary Education, *Information Dissemination, *Professional Personnel, Questionnaires, *State Programs
Identifiers-*Puerto Rico

This final report describes a coordinated dissemination program that was developed to help provide educational information to the teaching personnel of the Puerto Rico Department of Education. Objectives, problems, accomplishments, and recommendations are included; appendices provide the program's budget, the questionnaire used to assess the needs for educational information dissemination, tables of minimal competencies in areas of critical underachievement (for fourth and seventh grades of the Barranquitas School District), summaries of Title III validated projects, summaries of documents, and a list of documents collected in the dissemination center. (JD)

ED 176 789 IR 007 753

Dosa, Marta L.

Information Center for International Environmental Policies. Final Report to the Sierra Club, Office of International Environment Affairs.

Spons Agency-Sierra club, San Francisco, Calif. Office of International Environment Affairs.

Pub Date-Jan 79

Note-76p.

Pub Type- Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Environment, *Information Centers, Information Services, *International Programs, Management, Needs Assessment, *Planning, *Policy, Problems, Resources

Identifiers-Information Users

This report is divided into two parts: recommendations for the proposed information center and a description of the feasibility study. The rationale for the center, current information problems, and the problems of the information seeker are discussed, and the proposed program is outlined. Recommendations are made concerning the center's role, subject scope, aspects of international environmental policies, interfaces with other systems, potential users of the center, functions of the center, proposed in-house database, information use seminars, information resources, and management of the center. Aspects of the feasibility study include specific objectives, time table, conceptual framework, definitions, levels of information service, characteristics of environmental literature, and assessment of need for the proposed center. Appendices present the report on the information need assessment study, which contains the questions used in the survey, and a list of additional appendices that were not reproduced due to cost limitations. (JD)

ED 176 943 SE 027 818

Roelofs, Jim Parsons, Donna L.

Future Tense: A Workbook for Planning the Use of Land.

Idaho Coll., Caldwell.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Technology and Environmental Education.; Utah State Univ., Logan.
Pub Date-75
Grant-OEG-0-74-7420
Note-106p.; Contains occasional small and light type
Available from-Regional Studies Center, Boone Science Hall, Room 258, The College of Idaho, Caldwell, Idaho 83605 ($1.00)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizen Participation, City Planning, Community Change, Community Development, *Environmental Education, *Environmental Influences, *Futures (of Society), *Land Use, Legislation, Natural Resources, Planning, Population Trends, Workshops, Zoning
Identifiers-*Idaho

This workbook is primarily for use in a workshop to provide information on how land-use decisions are made in Idaho, for what reasons, and with what effect. For students, there are classroom activities that correspond to actual problems of land-use decision making, and suggestions for further study and investigation. For teachers, there are suggestions on simulation games and audio-visual aids. For concerned citizens, there are activities relating to land-use situations existing in Idaho communities. For elected officials and members of planning and zoning commissions, there are suggested ways of looking at problems arising from conflicting demands. (Author/TM)

ED 176 593 FL 010 827

Farnan, John

A Selected Bibliography on English Language Learning and Teaching in Thailand.

Pub Date-79

Note-19p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Education, Cultural Factors, *Culture, *English (Second Language), *Language Instruction, Phonology, Reference Books, *Reference Materials, Second Language Learning, *Sino Tibetan Languages, *Thai, Tone Languages

Identifiers-*Thailand

This bibliography which covers a wide range of topics of interest to English as a foreign language (EFL) teachers and researchers is divided into three sections: (1) books, (2) articles, and (3) microfilms. Reference materials includes studies on Thai language and culture, anthropological and sociological references, various bibliographies, contrastive studies, and works in phonetics and phonology. In addition, there are many references concerning practical research on specific language learning difficulties experienced by Thai students. (Author/AMH)

ED 176 612 HE 011 579

von Zur-Muehlen, Max

Masters Students in Canada.

Pub Date-Dec 75

Note-91p.; Second draft; for related document see HE 011 580

Pub Type- Reports - General (140) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Age, Citizenship, College Students, *Enrollment Trends, Expectation, Females, Foreign Countries, Full Time Students, Geographic Distribution, *Graduate Students, Higher Education, Immigrants, Males, Marital Status, *Masters Degrees, Part Time Students, *Student Characteristics, Universities

Identifiers-*Canada

Recent trends in graduate enrollment at the master's level in Canadian universities are reviewed and a profile of the socioeconomic characteristics of these graduate students is presented. Data are presented on full- and part-time masters student enrollment by field of study, by region and field of study, by sex and discipline, and by permanent residence. Thirty-three tables present data on the following characteristics of full- and part-time master's level students: marital status, number of children, age distribution, country of birth, country of citizenship, immigration status, date of achievement of landed immigrant status, career location, reason for graduate study, employment sector, anticipated year of graduation, and anticipated employment sector. In the early seventies, Canadian universities granted more than 10,000 masters degrees annually, compared with less than 3,000 per year during the early sixties. Part-time enrollment is now almost as large as full-time enrollment. About 75 percent of masters students are male. The large majority of full- and part-time masters students are permanent residents of their province of study, and more than 50 percent of the full-time students are Canadians by birth. Almost 75 percent of the full-time students are Canadian citizens. The majority of the part-time masters students are over 28 years old, and 36 percent of them are single. Over 60 percent of the full-time students are single. Eighty-six percent of the full-time masters students prefer to remain in Canada, with 40 percent anticipating employment in universities, 20 percent in government, and slightly more than 20 percent in industry or private agencies. (SC)

ED 176 993 SE 029 040

Minimal Performance Objectives for Science Education in Michigan.
Michigan State Dept. of Education, Lansing.
Pub Date-Jan 74
Note-57p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Curriculum Planning, *Educational Objectives, Educational Resources, *Elementary Secondary Education, *Guidelines, *Science Curriculum, Science Instruction, Scientific Concepts, Scientific Literacy, Scientific Methodology, State Departments of Education, State Standards

Presented are performance objectives for Michigan elementary and secondary teachers of science. The objectives are to assist in the development of scientifically literate citizens as suggested by the National Science Teachers Association. The book is arranged according to grade levels. Each level is presented with an introduction to the grade level and a set of performance objectives for each. A glossary appears at the back. Members of the Task Force for the Development of Basic Science Objectives for Michigan are listed. (SA)

Vodola, Thomas M.
Programming Physical Education in Compliance with Public Law 94-142.
Pub Date-1 Mar 79
Note-7p.; Paper presented at the Eastern District Association, American Alliance for Health, Physical Education, Recreation and Dance Convention (New York, New York, March 1, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adapted Physical Education, *Curriculum Planning, Educational Diagnosis, *Educational Legislation, Handicapped Children, *Individualized Instruction, *Mainstreaming, Needs Assessment, *Physical Education, *Program Development

The implications of mainstreaming for the physical education teacher are examined. An overview of the legislation regarding programing handicapped students in physical education is presented. Major categories and descriptors necessary in drawing up an individualized education plan are outlined. Specific strategies and activities that can be incorporated in any adapted physical education program are discussed with brief statements on their value. (JD)

ED 176 647 HE 011 742

Grant, Gerald And Others

On Competence: A Critical Analysis of Competence-Based Reforms in Higher Education.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-79
Note-592p.
Available from-Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104
Pub Type- Books (010) - Reference Materials - Bibliographies (131) - Reports - General (140)

Document Not Available from EDRS.

Descriptors-Academic Achievement, Academic Standards, *Alternative Schools, Certification, *Competence, Educational Accountability, *Educational Alternatives, Educational Trends, Equivalency Tests, Experimental Curriculum, *Higher Education, Individualized Programs, Liberal Arts, *Minimum Competency Testing, *Performance Based Education, Performance Contracts, Special Degree Programs
Identifiers-Alverno College MN, College for Human Services NY, Grand Valley State Colleges MI, Mount Hood Community College FL, Nontraditional Education, Nursing Education

The origins, accomplishments, problems, and implications of competence-based reforms in higher education are examined. Competence-based education is defined as that form of education that derives a curriculum from an analysis of a prospective or actual role in modern society and that attempts to certify student progress on the bases of demonstrated performance in some or all of the aspects of that role. Theoretically, such demonstrations of competence are independent of time served in formal educational settings. Data are gathered from competence-based institutions throughout the country. Chapters within the following three sections are handled by several of the eight authors involved in the project: (1) Origins of Competence-Based Education; (2) Critical Issues in the Development of Competence-Based Programs; and (3) New Programs for Increased Competence. The analysis includes detailed case studies; a discussion on how the competence approach affects teaching, curriculum design, academic standards, and student learning; and the possible social implications of the competence movement. Chapters include discussions of public demand, effect on liberal education, implementation difficulties, creating a nontraditional college, nursing program development, and institutional survival. The authors are Gerald Grant, Peter Elbow, Thomas Ewens, Zelda Gamson, Wendy Kohli, William Neumann, Virginia Olesen, and David Riesman. Provided are references, a name index, a subject index, and a selected annotated bibliography. (LC)

The Role of Applications in the Undergraduate Mathematics Curriculum.

National Academy of Sciences-National Research Council, Washington, D.C. Assembly of Mathematical and Physical Sciences.
Spons Agency-Alfred P. Sloan Foundation, New York, N.Y.
Pub Date-79
Note-35p.
Available from-Office of Mathematical Sciences, National Research Council, 2101 Constitution Avenue, Washington, DC 20418
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advisory Committees, *Career Choice, College Majors, *College Mathematics, College Students, Curriculum Problems, Demand Occupations, Departments, Experiential Learning, Higher Education, Instructional Improvement, Jobs, *Mathematical Applications, *Mathematics Curriculum, Mathematics Education, Program Evaluation, *Relevance (Education), School Industry Relationship, *Undergraduate Study
Identifiers-Position Papers

The role of mathematics in the college curriculum and applications of mathematics in society are examined in this pamphlet produced by the NRC's Ad Hoc Committee on Applied Mathematics Training. It is suggested that the growing need for mathematicians in the physical, biological, and social sciences has changed the constituency of potential mathematics majors and requires a corresponding adjustment on the part of the mathematics departments. The departments need to be more aware of contributions they can make to other fields and need to publicize these areas to establish contact within the institution and with other occupational fields. Curriculum and department-wide recommendations are made emphasizing the need to improve these relations, increase student motivation, and offer a wider choice of careers to mathematics majors. Nontraditional education programs in mathematics that would provide experiential learning opportunities are recommended. Societal aspects that influence the field of mathematics and mathematics education are also discussed. Fourteen recommendations compiled by the committee (including those dealing with recognition of faculty interest and with industry and government campus participation) are presented as well as the summary proposal submitted to the Sloan Foundation for the formation of the Committee. (SF)

Forest Service Career Guide. Professional Opportunities in Natural Resource Management, Planning, and Research. Revised Edition.

Forest Service (DOA), Washington, D.C.
Report No.-FS-1282
Pub Date-Oct 78
Note-17p.
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bachelors Degrees, *Career Opportunities, *Conservation (Environment), *Employment Qualifications, Engineering, Forestry, *Forestry Occupations, Geology, Higher Education, Landscaping, Professional Occupations, Science Education, Soil Science, Wildlife Management

The guide provides information on professional opportunities in natural resource management, planning, and research. Reasons for careers in forest service are presented and a brief description of the forest service is provided. Career opportunities in the following areas are described: forestry, engineering, geology, hydrology, landscape architecture, range conservation, research soil science, and wildlife management. It is explained that a bachelor of science degree is generally required for entrance into the field, with specialized course requirements stated for several of the specialties. Training programs are available, both on and off the job, and advancement from within is a policy. Federal employment benefits and work locations are discussed. Addresses of regional offices and experiment stations which have employment jurisdiction in their geographic areas are listed. (PHR)

ED 176 721 IR 007 545

Kirpicheva, I. K.

The Role of Libraries in the Satisfaction of Information Needs of Specialists. Reaction Paper by M. S. Day.

Pub Date-May 79

Note-55p.; Papers presented at the Soviet-American Library Seminar Washington, D.C., (1st, May 4-6, 1979); For related documents, see IR 007 541-547; Best copy available

Language-English; Russian

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Translations (170)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Centralization, Comparative Analysis, Foreign Countries, Information Dissemination, *Information Needs, *Information Networks, Information Services, *Library Role, National Libraries, *National Programs, Social Sciences, Specialists, *User Satisfaction (Information)

Identifiers-*Scientific and Technical Information, *USSR

In describing the role of Soviet libraries in the satisfaction of information needs of specialists, I.K. Kirpicheva has provided a comprehensive picture of the extensive system for the State System Scientific and Technical Information (SSSTI) in support of the accelerated development of Soviet science and technology. Information needs arising at various stages of research and in the practical realization of scientific and technological developments are classified as needs satisfied mainly through information services, through library services, or through informal channels; improvement of services to the information user is accomplished through a cooperative information network along with the utilization of library science user research. A centrally controlled, national integrated plan underlies the information network with a set of unified principles and standards covering all levels of information transfer. In a reaction paper, M S. Day, Director of the National Technical Information Service, notes the comprehensiveness of the SSSTI plan but questions the formal structure linking and cross-linking the libraries regarding possibilities for change. In addition, Day probes different usages of formal and informal communication channels in the USSR and the United States and asks for elaboration of other problems. (CWM)

ED 176 768 IR 007 722

Moran, M.

Technical Problems of Cooperative Acquisitions Programs between Institutions of Higher Education.

Pub Date-Sep 77
Note-9p.; Paper prepared for the 1977 IFLA/UNESCO Pre-Session Seminar on Resource Sharing of Libraries in Developing Countries (Antwerp, Belgium, August 30-September 4, 1977); For related documents, see IR 007 707-722
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperative Programs, Developing Nations, Interlibrary Loans, *Library Acquisition, Library Collections, *Library Cooperation, Library Programs, *Problems, University Libraries

Issues and factors involved in four types of cooperative acquisitions agreements are discussed general agreements to collect certain classes of material, agreements to purchase specific titles, agreements to cooperate on expensive items, and joint acquisitions. It is argued that the more specific the agreement, the more difficult are the technical problems to be solved before making the agreement: nine such problems are summarized in the conclusions. (JEG)

Dick, Lorne

A Rationale and Suggested Procedures for the Evaluation of Senior Administrators.

Pub Date- 78
Note-21p.; Graduate seminar paper, University of Arizona. Appendices have been deleted due to irreproducibility
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Evaluation, Board Administrator Relationship, *Board of Education Role, Chief Administrators, *Evaluation Criteria, *Evaluation Methods, Governing Boards, Models, Postsecondary Education, *Presidents, Teacher Participation

This exploration of the current literature on organized evaluations of presidents at higher education institutions reveals five issues related to the development of effective evaluations. The first of these is the need for a formal evaluation based on the social context in which administrators work and not upon models gleaned from officer evaluation programs in the military or from management by objectives concepts used in business. In considering a second issue who should conduct the evaluation the relative merits of faculty and board participation are presented. A suggestion is made that a committee composed of all concerned parties, including students and alumni, be used to advise the board of governors who should retain final say in the evaluation. Third, various criteria for evaluation are discussed as they appear in the literature. Several of these take into consideration the objectives that were determined when the administrator was hired, his/her handling of current problems, and the limits imposed on the administrator by the character of the institution. Fourth, one proposed list of steps in the evaluation process is cited. Finally, consideration is given to two models for instruments of evaluation, one that requires a series of descriptive, analytical, and judgmental essays and one that requires only checklist answers. A bibliography is included. (JP)

Anderson, Daniel R. Lorch, Elizabeth Pugzles

A Theory of the Active Nature of Young Children's Television Viewing.

Spons Agency-Children's Television Workshop, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.

Pub Date-Mar 79

Note-22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention Control, *Children, *Cognitive Processes, *Comprehension, *Cues, Motivation, Television Research, *Television Viewing, Theories

Studies investigating selected aspects of children's television viewing are described and the findings are used as the basis of a theoretical formulation in which young children's television viewing is seen as a transactional process similar to other normal information processing activities. According to this formulation, the child's motivation to understand what he or she is viewing is a primary driving force of attention to television. Children develop a sophisticated strategy which allows them to effectively divide their visual attention between television and other activities, such as toy play. This strategy depends heavily on the children's use of program attributes as cues to whether the current content is or is not informative. If the attribute signals informative content, the child pays full attention to the television and actively attempts to understand the program. Attributes such as children's voices, peculiar voices, women's voices, sound effects, auditory changes, applause, and laughter have been shown to elicit and maintain looking at the television. It is argued that the effects of these attributes stem from the information which they provide the child about the likely comprehensibility of the content. For example, peculiar voices on television almost always mean content meant for children. It is suggested that with time, the child comes to learn these characteristics of the television medium and employ them to direct attention. (JMB)

ED 176 867 PS 010 865

Bean, Reynold Clemes, Harris
Raising Children's Self Esteem: A Handbook for Parents Association for Personal and Organizational Development, Capitola, Calif.
Pub Date-78
Note-64p.
Available from-APOD Publications, 1427 41st Avenue, Capitola, California 95010 (Paper, $3.00)
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavior Problems, *Childhood Needs, *Children, Family Life, Family Relationship, Individual Power, Models, *Parent Child Relationship, *Parent Education, Personality, Psychological Needs, *Self Esteem

This manual for parents viws self-esteem as a crucial determinant of children's behavior. Section I describes what self-esteem is and the effect that it has on all parts of a child's life. Children's success in learning, human relationships, and other productive areas of their lives is seen to be limited if self-esteem is low. Section II describes four conditions that must be met for children to have high self-esteem. Children must experience the positive feelings that result when they have a firm sense of connectiveness, uniqueness, power and models. Section III points out the kinds of things that children may do that indicate a problem in the area of connectiveness. Connectiveness consists largely of the experience of being related. Section IV describes children's behavior that may indicate a problem in the area of uniqueness. Uniqueness is related in part to feeling individual and special. Section V explores issues related to children's sense of power. Power derives from experiences such as being in charge and making decisions. Section VI discusses children's sense of models. Models give structure to experience and facilitate confidence, goal direction and moral choice. Materials designed to increase the child's sense of connectiveness, uniqueness, power and models and to remediate problem areas are provided in Sections III, IV, V, and VI. (Author/RH)

ED 176 906 RC 011 391

Ewert, Alan
Expedition Planning.
Pub Date- 77
Note-31p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Conditioning, Costs, *Equipment, Experiential Learning, *Food, Group Relations, Nutrition, Organization, *Outdoor Education, Physical Activities, Physical Fitness, *Planning, Recreational Activities, *Safety
Identifiers-*Expeditions, *Mountain Climbing

Planning an expedition, particularly an expedition to climb Mount McKinley, can appear monumental. Not only must the obvious items like food, equipment and personnel be carefully planned, but attention must also focus on ``insignificant'' items like applications and reservations which, if forgotten, could mean the difference between a successful or unsuccessful expedition. Climbing partners should be selected for their skill, dependability, compatability and reliability. Practice climbs beforehand will help the group learn to function as a team and test new clothing and equipment. Team members should contribute to expenses from the very first; with money actually invested, people are less likely to back out at the last moment. Both physical and mental conditioning should be undertaken before the trip; embarking on an expedition in poor physical condition is a miserable way to get in shape and a dangerous one, too. Food planning must take into account such considerations as that at high altitudes it takes more fuel and time to cook foods, the body tends to dehydrate, and the metabolism loses its ability to fully utilize fats. Food should never be packed in the same bag with fuel; strange new flavors may result. Other areas for expedition planning discussed in this paper include equipment and clothing needs, climbing strategy and tactics, and collection of equipment and packing. Additional information sources on expedition planning, mental conditioning, medical information and routes are also given. (DS)

Dreier, William H. Eastman, Robert D.

The University and the Small Rural School: Partners in In-Service.

Pub Date-Oct 79
Note-15p.; Paper presented at the Regional/Rural Education Association Conference (Madison, Wisconsin, October 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Experiments, Education Majors, Experiential Learning, *Field Experience Programs, Graduate Students, Higher Education, *Inservice Teacher Education, *Models, *Preservice Education, Professors, Rural Education, *Rural Schools, *School Community Relationship, Secondary Education, Small Schools, Staff Improvement, Teacher Education, Undergraduate Students, University Extension
Identifiers-Iowa

A two-day exchange between staff of the University of Northern Iowa at Cedar Falls and the Burt Community School proved successful for all participants. The university team (professors, graduate students, and senior students who had completed student teaching) became responsible for the education of the Burt students while the Burt teachers and administrators met with other university professors for an intensive inservice program concerned with transactional analysis and other people-oriented teaching methods. Twenty-seven Burt families hosted 31 university participants who filled the places of 21 local teachers and 2 administrators. Among the anticipated benefits were the opportunity for Burt students to experience new teachers and teaching techniques, for Burt faculty to improve their human relations skills as teachers, for the Burt community to host a unique educational project, and for the university to put teaching theory into practice and experience first hand the strengths and weaknesses of a small, rural K-12 school. The anticipated benefits of the program were met and exceeded; a survey of Burt students showed 94.5% in favor of another exchange and narrative evaluations by staff were similarly positive. Other groups may want to consider adapting the concepts of the UNI-Burt exchange for use in their own situations. (JH)

ED 176 968 SE 028 848

Whitmore, Lynn A. And Others

Tutoring in Mathematics: A Strategy for Mainstreaming. Teacher Handbook.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-71

Contract-OEC-0-74-9302

Note-123p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Elementary Secondary Education, *Inservice Courses, Inservice Education, *Mainstreaming, *Mathematics Education, *Mathematics Instruction, Microteaching, Short Courses, *Teacher Education, Textbooks, *Tutoring

This handbook for teachers is designed for use as a short, self-contained program to help teachers add effective tutoring to their overall teaching program. The format of the course consists of four steps: (1) reading about new teaching skills; (2) seeing these skills demonstrated in films of actual teaching sessions; (3) practicing the skills with one or two students in a videotaped microteaching session; and (4) evaluating the videotaped performance. For each chapter, objectives, teaching skills, and a checklist of activities are given. Chapter topics include: (1) preparing for tutoring; (2) problem analysis; (3) demonstration; (4) evaluation and practice; and (5) arranging for tutoring time. (MP)

ED 177 020 SE 029 188

PDP-8 Introductory Minicomputer Laboratory Manual. Digital Systems Education Committee Instructional Tools Task Force.

Pittsburgh Univ., Pa. Dept. of Electrical Engineering.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Grant-NSF-GZ-2997
Note-117p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Computer Based Laboratories, Computer Programs, Computers, *Computer Science Education, *Digital Computers, *Engineering Education, Higher Education, *Independent Study, Instruction, Instructional Materials, Manuals, Programed Materials

This is a self-study manual designed for freshman or sophomore engineering students who have interest in the organizational and operational concepts of the digital computer, but little or no experience with such computers. The manual gives an introduction to a general purpose minicomputer, Digital Equipments Corporation's PDP-8. (MK)

ED 177 074 SO 012 013

Mische, Patricia And Others

Earthscape: Transitions toward World Order. The Whole Earth Papers, No. 12.

Global Education Associates, East Orange, N.J.

Pub Date-79

Note-61p.

Available from-Global Education Associates, 552 Park Avenue, East Orange, New Jersey 07017 ($2.50, quantity discounts available)

Pub Type- Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Developed Nations, Developing Nations, Ecology, *Futures (of Society), *Global Approach, Human Dignity, *International Relations, Natural Resources, Peace, Political Issues, Socioeconomic Influences, *World Problems

The five articles in this booklet focus on positive social, political, and economic responses to world problems. The first article, Earthscape: Transitions Toward World Order,'' by Patricia Mische, outlines major biological, historical, and cultural transformations which the world has undergone since the beginnings of recorded history and identifies recognition of interdependence among nations as the foundation for a new world order. The second article, The Ecological Age,'' by Thomas Berry, examines how developing and developed nations are coming to terms with the need for environmental protection. The third article, The Evolving Upward Path: Reflections on the United Nations,'' by Robert Muller, discusses involvement of the United Nations in global issues such as the arms race, arms sales, poverty, economic and social disadvantagement, human rights, and international cooperation. The fourth article, Building the Intrastructure of World Order,'' by Patricia Mische, surveys global level policy development since World War II by organizations such as the United Nations. The final article, Forty-eight Global Level Issue Areas,'' by Robert H. Manley, summarizes international policy development from 1945-1977 in 48 issue areas, including outer space, energy, monetary policy, mass media, peaceful settlement of disputes, territorial integrity, health, housing, refugees, and social security. (DB)

ED 176 702 HE 011 874

Copeland, Large L.

A Theory on the Conceptual Development of Institutional Racism: The Interview.

Pub Date- 79

Note-22p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, *College Environment, College Faculty, Conceptual Schemes, Higher Education, *Interviews, *Racism, *Sex Discrimination, *Social Attitudes, Social Behavior, Teacher Attitudes, Theories

A theory is presented describing the structure of the conceptual patterns and demonstrating how sexism or racism (red-neck or symbolic) is developed and institutionalized in the interview process. After a review of recent research on the subject, the author explores the structural relationship of the American belief system, tracing its roots from religion, to psychology, then behavior modification, to transactional analysis. The triadic mode of conceptualization present in each (e.g., reward/behavior/punishment in behavior modification) is noted. A parallel structural relation of White/society/Black is drawn. These relationships are then applied to the interview situation and it is suggested that the outcome of the process is that the interviewer chooses the individual who is most like him. The result being that if one is not White, then the closer one is to being White, the better off one is; and if one is not male, then the closer one is to being male, the better off one is.'' Studies showing that faculty and administration believe that sexism and racism do not exist on the campus further illustrate the problem. (PHR)

ED 176 888 PS 010 919

Hick, Thomas L. And Others

Effects of Parent Involvement in a Prekindergarten Program on Children's Cognitive Performance. Technical Paper No. 9.

New York State Education Dept., Albany. Div. of Research.

Pub Date-Aug 79

Note-49p.; For related document, see PS 010 924

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Development, Family Income, Knowledge Level, Parental Background, *Parent Influence, *Parent Participation, *Preschool Children, *Preschool Programs, Thought Processes, Verbal Development

Identifiers-*New York Experimental Prekindergarten Program

This paper is a technical report of analyses carried out to determine the effects of parents' involvement in a prekindergarten program on their children's cognitive development. The research was part of a longitudinal study of the New York State Experimental Prekindergarten Program. A multiple linear regression approach was used to test hypotheses of interest. The analysis was designed to determine whether the number of hours of parent involvement was related to cognitive development, whether the relationships were curvilinear, whether there were interactions between variables, and whether the relationships could be explained by other variables, including pretest performance, age, mother's education, and family income. The analysis showed that parent involvement had a favorable effect on general reasoning, school-related knowledge and skills, and knowledge of verbal concepts. The effects were found regardless of the child's age, mother's education, or family income. For general reasoning and school related knowledge and skills, the effects were also found, regardless of the child's score on the same test at the beginning of prekindergarten. For knowledge of verbal concepts, however, the effect of parent involvement tended to be greater for children who were initially lowest in knowledge of verbal concepts. (Author/SS)

ED 176 994 SE 029 041

Dance, R. A. Higginson, W. C.

Mathematics Creativity and the Socioeconomically Disadvantaged.

Pub Date-Jun 79

Note-41p.; Contains occasional light and broken type

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Creativity, *Culturally Disadvantaged, Disadvantaged Groups, *Economically Disadvantaged, *Gifted, *Learning Processes, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Talent Identification

Identifiers-Mathematical Creativity

This paper considers the relationships between mathematics, creativity, and the socioeconomically disadvantaged teenager. The aim is to ascertain better how to recognize the mathematically gifted student and then to pursue the question of how best to facilitate his or her learning of mathematics. Research and other literature are analyzed, followed by suggestions on approaches to the mathematics curriculum, teaching, and learning. (MK)

Turner, Mary Jane

The Community and Citizenship: A Guide for Planning and Leadership.

Ohio State Univ., Columbus. Mershon Center.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-78-0050

Note-25p.; For related documents, see SO 011 968-973; Competency checklists may not reproduce clearly from EDRS in paper copy due to small print type of original document

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Citizenship, Community Education, *Community Involvement, Definitions, Educational Assessment, *Educational Objectives, *Educational Planning, Evaluation Criteria, *Leadership Training, Nonformal Education, Secondary Education, Skill Development, *Social Studies, Youth Leaders, Youth Programs

Part of a project to assist educators, parents, and community leaders as they develop and implement citizenship education programs, the document provides information to help youth program leaders assess the influence of their efforts on development of youngsters' basic citizenship competence. The document is presented in five chapters. Chapter I considers what citizenship means, with emphasis on its importance to youth as members of families, schools, and communities. Chapter II defines citizenship education as learning and instruction directed toward development of citizen competence. Chapter III presents seven basic citizenship competencies and explains how they can serve as a guide for setting goals and assessing progress. The competencies are acquiring and using information about political situations; assessing personal involvement in political situations; making decisions regarding group governance; making judgments and using standards such as justice, ethics, morality, and practicality; communicating ideas to other citizens and decision makers; cooperating with others in groups to achieve mutual goals; and promoting and protecting personal interests and values. The final chapter presents two checklists one for applying the seven competencies to youth programs and the other for assessing the extent to which a community is facilitating development of citizenship competencies. (DB)

ED 177 056 SO 011 992

Study on Advertising Awareness and Understanding of the American Economic System. Post Study, Phase III (Summery of Research).

Advertising Council, Inc., New York, N.Y.
Pub Date-Jun 78
Note-53p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, Data Analysis, *Economics, Government Role, *Knowledge Level, *Mass Media, *News Media, Public Affairs Education, Publicize, *Public Opinion, Research, Surveys

This document is one in a series of follow-up studies of research begun in 1976 into public knowledge of and attitudes toward the American economic system as a result of an economic awareness advertising campaign. Generalizations and tabular information based on progress through the second year of the research is presented. The document begins with an outline of research objectives, including measuring overall effectiveness of the advertising campaign and determining future directions of the research. The second section summarizes results from the 1977 post research study, including that more Americans were aware of the campaign (six percent in 1977 as compared with three percent in 1976), that one third (36%) of the population believed that there was not enough government regulation of economic activity, and that a newspaper supplement containing information about the economic system reached nine percent of the adult population which was otherwise unaware of the campaign. Following these generalizations is a section of tables describing changes in public opinion about economic system needs, government regulation, the tax structure, decisions on uses of natural resources, and changes in awareness of the economic system and of advertising related to the system. The document concludes with appendices describing survey questions and responses. (DB)

ED 177 094 SP 013 329

Warner, Richard W., Jr.
Pub Date-78
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Teachers, *Core Courses, *Course Evaluation, *Curriculum Development, *Preservice Education, Program Development, Teacher Attitudes, *Teacher Behavior, Teacher Education, Teacher Education Curriculum, Teacher Role

Cooperative research was used in revising and strengthening core courses in a teacher education program. Feedback was used to provide suggestions for more appropriate and relevant knowledge to be presented at the preservice level. In the course of initial research first-year teachers were asked to help identify areas in their teacher education program common core courses which they believed needed improvement. From this research, a list was designed and a validating survey questionnaire sent to public school teachers and administrators and to college teachers and administrators. Results were prioritized and recommendations presented to the State Department of Education and schools of education. Final recommendations on the proposed revised core courses are contained in this report. (JD)

ED 177 122 SP 014 625

Mihevic, Patricia M.

The Influence of Fitness and Selected Psychological Variables on Perceived Exertion.

Pub Date-79

Note-21p.; Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance National Convention (New Orleans, Louisiana, March 15-20, 1979)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Exercise (Physiology), Fatigue (Biology), Heart Rate, *Perception Tests, *Physical Fitness, *Physiology, *Psychological Patterns, Ratios (Mathematics), Research, Response Style (Tests), *Stress Variables

The differential results obtained when the perceived exertion levels of 19 high-fit and 17 low-fit women were assessed according to Borg's Rating of Perceived Exertion Scale and magnitude estimation suggests that the RPE scaling procedures may be tapping a very select component of the perceptual process. These results do indicate that the scaling procedures traditionally utilized for the assessment of perceived exertion can have important implications for the generalizations advanced from the body of perception of effort research. Contrary to the theories based on previous research, however, new data suggests that the perceptual exponent of the low-fit group is not significantly higher than that of the high-fit subjects. This may be because the low-fit individuals are less perceptually discriminating than their high-fit counterparts. (Author/LH)

ED 177 149 SP 014 879

Cruickshank, Donald R. Telfer, Ross A.

Simulations and Games: An ERIC Bibliography. Bibliographies on Educational Topics No. 11.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-93p.

Available from-ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 ($3.50)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Educational Games, *Games, Role Playing, *Simulation, Teaching Techniques

The entries in this bibliography were selected from items included in the Educational Resources Information Center indexes, RESOURCES IN EDUCATION and CURRENT INDEX TO JOURNALS IN EDUCATION. A list of 70 subject area categories is included to facilitate identification of items for specific topics. (JD)

ED 176 594 FL 010 828

Silvaroli, Nicholas J. And Others

Oral Language Evaluation. Teacher's Manual.

Pub Date-77
Note-51p.
Available from-EMC Corporation, 180 East Sixth Street, St. Paul, Minnesota 55101 ($5.95)
Pub Type- Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-Diagnostic Tests, *Educational Diagnosis, Elementary Education, *English (Second Language), Language Development, *Language Instruction, *Language Skills, Language Tests, Measurement, Measurement Instruments, Second Language Learning, *Spanish, Testing, *Verbal Ability, Verbal Development, Verbal Tests

This measure is designed to identify, assess, and diagnose the oral language capability of English and Spanish speakers, and to prescribe corrective or improvement activities. Part One provides minimum criteria to identify children who might need training in a second language. Part Two is designed to assess the child's primary or home language and determine if additional oral language diagnosis is necessary. Part Three is a diagnostic measure designed to determine the child's level of oral language development. Part Four provides prescriptive activities to help teachers develop the student's oral language capabilities based on the diagnostic data obtained from Part Three. The measure is intended particularly for teachers with limited language evaluation experience and/or structural linguistic training. The guide has the following elements: (1) a definition of language and a non-scientific'' six-level language development continuum on which the four parts of the measure are based; (2) detailed instructions for using the four parts of the measure; (3) four practice exercises to familarize the evaluator with the process; (4) pictures to be used in administering parts two and three of the test; and (5) sample record forms in English and Spanish. (Author/AMH)

ED 176 630 HE 011 673

National Student Educational Fund: Report for the Years 1977-1979.

National Student Educational Fund, Washington, D.C.
Pub Date-79
Note-26p.
Available from-National Student Educational Fund, Suite 305, 2000 P Street, N.W., Washington, D.C. 20036
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Activism, Budgets, *College Students, Government Role, Higher Education, Information Dissemination, *Nonprofit Organizations, Projects, Student College Relationship, Student Opinion, *Student Organizations, *Student Publications
Identifiers-*National Student Educational Fund

This report from the National Student Educational Fund (NSEF) contains a synopsis of the organization's activities for 1977-1979. The history of the NSEF is traced. The NSEF-sponsored Student-Commissioner Conference, the development of the California Financial Aid Workbook for High School Students and Their Parents, and other outreach programs undertaken by NSEF are described. The highlight of NSEF's work during this period was the Better Information Project: Prizes in Education. First funded in 1977 through a grant from the Fund for the Improvement of Post Secondary Education, the Better Information Project was awarded additional support for 1978-79. Other NSEF activities included a conference on financial aid issues; dissemination at key meetings and conferences involving educators, researchers, policy-makers, and administrators. Financial reports for 1977 and 1978 are presented as well as a list of the Board of Directors and Advisory Committee members. (Author/SF)

ED 176 684 HE 011 833

Holahan, Carole K. Kelley, H. Paul

Transfer Student Questionnaire: Results of 1973 Survey. Special Report 74-5.

Texas Univ., Austin. Measurement and Evaluation Center.
Pub Date-Jun 74
Note-31p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Choice, College Majors, *College Students, Comparative Analysis, Demography, Higher Education, Institutional Evaluation, School Surveys, State Universities, *Student Characteristics, *Student Opinion, *Transfer Students
Identifiers-Reputation, *University of Texas Austin

To obtain a demographic description of University of Texas at Austin (U.T. Austin) transfer students, to investigate transfer students' evaluations of the university and of their previous college, and to compare transfer students with non-transfer undergraduate students, 1,365 responses to a questionnaire were analyzed. The survey explored student background, both familial and academic; reasons for entering and transfering colleges; characteristics of previously attended college; comparison of previous college with the U.T. Austin; grades; and major choice. Among findings were that most respondents graduated in the top 10 percent of their high school class, that the majority made the decision to enter college in elementary school, that 22 percent had attended two institutions prior to U.T. Austin, and that reasons most often given for previous choice of college were expenses and proximity to home. Other findings showed that 80 percent had previously attended school in Texas; most respondents chose U.T. Austin because of its general academic reputation, special strength in intended major field, and a general impression of campus and students; and 72 percent listed family as their main source of financial support while at school. The transfer student questionnaire is appended. (PHR)

Buell, Carol Dick

A Report on Serials List Activity in Nebraska's Metropolitan Library Network Area.

Nebraska Library Commission, Lincoln.
Pub Date-79
Note-49p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cataloging, *Libraries, *Library Networks, Library Surveys, *Serials, Tables (Data), Union Catalogs, Use Studies
Identifiers-*Nebraska

This report summarizes the results of a survey of the 91 libraries public, special, academic, and school in the Metropolitan Library Network of Nebraska concerning their serials activity: what union lists were extant in the network area, how those union lists were used in network libraries, and what area librarians would like to see in any future Nebraska union lists. Specific topics covered include the response rate to the questionnaires, serials activity, serials lists in the network area, use of serials lists, and the need expressed for union list activity in the network area. Statistical tables are provided for each topic, and a summary of the findings together with recommendations concludes the report. Appendices include a map of Nebraska library networks, the two questionnaires used in the study, a list of respondents, and a bibliography of sources consulted. (JD)

Academic Library Statistics, 1972-1973. A Compilation of Statistics from the Eighty-One University Members of the Association of Research Libraries.

Association of Research Libraries, Washington, D.C.
Pub Date-73
Note-35p.; For related documents, see ED 082 791, ED 129 225, ED 134 196, ED 135 197, and ED 165 733
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Doctoral Degrees, *Library Collections, *Library Expenditures, Microforms, Periodicals, *Personnel, *Research Libraries, *University Libraries

These statistical tables provide data on the university library members of the Association of Research Libraries (ARL) concerning their collections, including microforms and periodicals, as well as personnel, expenditures, and number of Ph.D. s awarded and Ph.D. fields. Summary statistics show the high and low data for each of the above categories for 1972-3 and provide median figures for comparison purposes for 1972-3, 1971-2, 1967-8, and 1962-3. Microform statistics show holdings of microfilm, microcards, microprint sheets, and microfiche; rank order tables list the institutions in order of their total volumes, volumes added, microform holdings, current periodicals, professional staff (full-time), non-professional staff (full-time), total staff (full-time), total expenditures for materials and binding, total wages and salaries, and total operating expenditures. Included with the report are the instructions for the questionnaire used to gather the data and footnotes to the statistics. (JD)

ED 176 790 IR 007 754

Barron, Daniel Curran, Charles

Information Needs Assessment of Rural Groups for Library Program Development.

South Carolina Univ., Columbia. Coll. of Librarianship.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Feb 79

Grant-G007702304

Note-70p.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Information Services, *Community Study, Evaluation, Information Dissemination, Information Needs, *Library Collections, Library Planning, *Library Programs, *Program Development, Publicize, Rural Development, *Rural Population

This final project report for the HEW Office of Libraries and Learning Resources presents guidelines for rural library personnel to plan library programs which are responsive to the needs of the community. The guide is designed to be free of jargon for maximum communicability to library personnel who do not hold advanced degrees. The section Getting Started'' explains the need for awareness of rural library user needs and outlines goals of the project. Included in Your Community'' are guidelines for collecting and analyzing demographic data. A section on Community Information Needs'' lists 24 need categories divided by subject. Identification of special library programs and community information sources is explained in two more sections, and the Library Materials'' section describes statistical identification of library holdings for each user need category. The final sections deal with formulating plans to answer information needs and publicize library services. (SW)

Awad, Georgene And Others
Adult Educational Needs Assessment of Southeastern Connecticut. Volume 1: Summary of Major Findings and Report Narrative.
Mohegan Community Coll., Norwich, Conn.
Spons Agency-Connecticut State Dept. of Labor, Wethersfield.
Pub Date-Jan 79
Grant-CETA-8-068-5-24
Note-71p.; For a related document, see JC 790 410
Available from-Community Education Outreach Coordinator, Mohegan Community College, Norwich, Connecticut 06360 ($2.68)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Access to Education, *Adult Characteristics, Adult Education, Community Attitudes, Community Colleges, *Community Surveys, Demography, Educational Background, *Educational Interest, Educational Needs, Educational Opportunities, Information Sources, *Junior Colleges, *Regional Characteristics
Identifiers-*Connecticut (Southeastern)

A comprehensive survey of the adult population of Southeastern Connecticut was conducted by Mohegan Community College to determine the region's adult education needs. After a pilot study, a 96-item questionnaire was designed to evaluate the demographic make-up of the target population and to determine (1) the accuracy of educational information that adults possessed; (2) their level of satisfaction with educational opportunities in the region; (3) their attitudes on higher education and adult basic education; (4) the preferred sources of information; (5) the most popular educational programs; and (6) the obstacles adults encountered in continuing their education. Quotas for each town within the survey region insured contact with 0.5% of the adult residents. The study found that though personal living skills generated the most interest among adults, there was a demand for advanced educational training. Newspapers proved to be the most popular source of educational information. Urban residents were more satisfied with educational opportunities than suburban or rural respondents. Child care was the major obstacle to continuing formal education. The study report summarizes the findings for each item on the questionnaire and relates differences in questionnaire responses by significant demographic characteristics. The procedures and problems involved in the development and execution of the survey are discussed. (JP)

ED 176 944 SE 027 835

Travers, Kenneth J.

The Curriculum Analysis: Some Hypotheses and Implications for the Second International Mathematics Study.

Pub Date-Apr 79

Note-27p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement, Classroom Research, *Curriculum, *Educational Assessment, Elementary Secondary Education, *Instruction, *International Studies, *Mathematics Education, *Research Projects, Testing

Identifiers-*Second International Mathematics Study

Various possibilities are discussed for hypothesis-generating and data analysis as they arise from the curriculum analysis component of the Second International Mathematics Study. The discussion covers three levels of investigation: (1) the curriculum as intended focuses on county- or system-level hypotheses; (2) the curriculum as implemented looks at hypothesized relationships between the system and classroom; and (3) the curriculum as learned discusses hypotheses linking system and student outcomes. (MP)

ED 176 969 SE 028 850

The Status of State Energy Education Policy.

Education Commission of the States, Denver, Colo.
Spons Agency-Department of Energy, Washington, D.C. Office of Education, Business and Labor Affairs.
Report No.-HCP/U6241-01
Pub Date-Jun 79
Grant-EU-78-G-01-6241
Note-53p.; For related document, see ED 162 890; Contains occasional small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 061-000-00314-2; No price quoted)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Development, *Educational Programs, Educational Research, *Elementary Secondary Education, *Energy, Environmental Education, *Interagency Cooperation, Science Education, *State Agencies, State Departments of Education, State Programs, *Surveys
Identifiers-*Energy Education

A survey was conducted in May 1978 to determine the status of state policies and practices regarding energy education among state education agencies, state offices of energy, governors' offices, and state legislatures. Four different questionnaires were constructed and sent to designated officials of those agencies listed above in each state. A total of 208 questionnaires were mailed. Analysis of data received as of July 7, 1978, from 56% of the questionnaires plus additional information received as of September 1, 1978, is included in this final report which represents about 70% of the agencies surveyed. (Author/RE)

ED 177 021 SE 029 192

Swafford, Jane O. Kepner, Henry S., Jr.

A Report of the Evaluation of Algebra Through Applications.

Chicago Univ., Ill.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 78
Contract-NSF-RES-74-18948
Note-240p.; Contains occasional marginal legibilily particularly in Appendix G
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Algebra, *Educational Research, Evaluation, Experimental Curriculum, *Mathematical Applications, Mathematical Models, *Mathematics Curriculum, Probability, Program Evaluation, Secondary Education, *Secondary School Mathematics, Statistics, *Textbook Evaluation

Presented is a description of the experimental first-year algebra materials Algebra Through Applications''; a description of the procedure used in evaluating these materials; and recommendations for changes in the materials, implementation, evaluation, and funding. The evaluation indicates that these materials can be effectively used in a variety of school settings. (MK)

1979 Distinguished Achievement Award Entry: University of Washington Teacher Education Program.

Washington Univ., Seattle.
Pub Date-79
Note-79p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Community Involvement, *Ethnic Groups, Field Experience Programs, *Interinstitutional Cooperation, Performance Based Teacher Education, Program Budgeting, Program Development, *Suburban Schools, *Teacher Education, *Urban Schools

A teacher education program is described that functions in three patterns of education. Field placements are made in three different socio-ethnic-economic environments suburban middle class, inner city, and metropolitan mixed-ethnic. A distinguishing feature of the program is that it is collaboratively planned and implemented. The major constituents involved in the planning and implementation process are the education department of the university, academic departments in the College of Arts and Sciences, cooperating school districts, and professional teachers' associations. Appended to this report are written comments on the program by participants. (JD)

ED 176 613 HE 011 580

von Zur-Muehlen, Max

The Relationship between Graduate Degrees Awarded and Enrolment by Level and by Discipline.

Pub Date-15 May 77

Note-57p.; First draft; for related documents see HE 011 579 and HE 011 581

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, *College Majors, Comparative Analysis, *Doctoral Degrees, *Enrollment Rate, Foreign Countries, Full Time Students, *Graduate Students, Higher Education, *Masters Degrees, Part Time Students, Ratios (Mathematics), Statistical Analysis

Identifiers-*Canada, Full Time Equivalency

The relationship between graduate enrollment in Canada, at both the master's and the doctoral level, and the number of graduate degrees granted by level and field of study and selected disciplines was examined. The enrollment for each of the four years (1970-1971 through 1973-1974) was related to the degrees granted in the same year. An average proxy for the four-year period was also developed. Part-time master's enrollment was converted to full-time equivalent enrollment to compensate for the fact that there was no way to know if a graduate degree resulted from full- or part-time study. On the average, 41.5 percent of the full-time equivalent enrollment graduated with a master's degree each year, and 13.8 percent graduated with a doctoral degree. Data are presented for the years 1970-1971 through 1973-1974 on the ratio between master's degrees awarded and full-time equivalent enrollment and the ratio between doctoral degrees awarded and Ph.D. enrollment by field of study and by discipline within the following fields: humanities, social sciences, agriculture and biological sciences, health sciences, and mathematics and physical sciences. For the years 1968 through 1975, data are presented on the ratios between degrees awarded and enrollment at the master's and doctoral level by field of study and by discipline within the following fields: humanities, life sciences, social sciences, engineering and applied sciences, and physical sciences. The results of the study are discussed briefly, and problems with the data and with the approach are mentioned. (SC)

Beckwith, Miriam M. Edwards, Sandra J.

Ethnic Minorities in Two-Year Colleges: Report to the Higher Education Research Institute.

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date-Sep 79

Note-107p.; Page 10 was deleted due to irreproducibility

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Access to Education, Articulation (Program), Community Colleges, Dropout Research, Dropouts, *Enrollment Influences, Enrollment Trends, *Ethnic Groups, Failure Factors, Junior Colleges, *Junior College Students, *Minority Groups, *National Surveys, Open Enrollment, Persistence, Special Programs, Success Factors, Transfer Policy, Vocational Education

Research on ethnic minority participation in community college education is reviewed in eight sections. The first delineates the distinguishing features of the modern community college, such as its emphasis on occupational education, its diversity of programs, and the prevalence of non-traditional course-taking patterns. The second section analyzes enrollment data from state and national studies focusing on variations from state to state and revealing that proportionately more minority students are enrolled in two-year colleges than senior institutions. The third section discusses contradictory study results on attrition rates, and argues against the assumption that dropping out represents failure. The fourth section describes special programs for minorities, and the effectiveness of those that encompass both educational and student services. The fifth section argues that current selectivity standards have made occupational, rather than liberal arts, programs more difficult for minorities to enter. The sixth section suggests how special programs can help overcome barriers to minority success created by open admission policies. The seventh section deals with institutional practices that may hinder or encourage minority participation. The final section enumerates issues concerning articulation/transfer of community college students to senior colleges. (JP)

ED 176 849 PS 010 588

Loveridge, Robert L. Carapella, Ruth

Parental Involvement in Preschool Education: Asset or Liability.

Pub Date-Apr 79
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Rating, Cognitive Development, Disadvantaged Youth, Parent Influence, *Parent Participation, Preschool Children, Preschool Education, *Preschool Programs, *Program Effectiveness, Psychomotor Skills, *Skill Development

This paper reports factors influencing developmental growth of disadvantaged 3- to 5-year-old preschool children in a Title I program at Euclid School, St. Louis, Missouri. A Preschool Academy was designed to serve 45 preschool pupils in an area served by two neighboring elementary schools. Pupils were divided into three groups and each group attended classes for two half-days each week. The short instructional week was adopted to facilitate the inclusion of an extensive parental instructional component. Parent instruction was provided through seminars, workshops, and in-home visits from the staff. Also, parents were required to participate in class activities through classroom observations, active classroom participation, and field trips. Biweekly, booklets were given to parents to assist them in working with their child at home. It was hypothesized that increased parental involvement in these activities would have a corresponding positive effect upon pupil developmental growth. Developmental growth was assessed for each pupil through the administration of a comprehensive achievement battery as a pretest and posttest. It was concluded that the preschool program was effective in increasing overall developmental growth. While parental involvement was substantial, it could in no way be tied to the positive developmental growth of these preschool children. (Author/RH)

ED 176 868 PS 010 866

Markman, Ellen M.

Classes, Collection, and Principles of Psychological Organization.

Pub Date-Mar 79

Note-8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Children, *Classification, *Cognitive Development, *Cognitive Processes, Conservation (Concept), *Developmental Stages, Number Concepts

Identifiers-Class Inclusive Nouns, Collective Nouns, *Natural Concepts

This paper discusses research on how concepts differ in their internal organization and how these differences interact with and affect cognitive processing in children. Two types of natural concepts are focused on: classes (nouns with class-inclusion organization, such as trees,'' students,'' soldiers'' and collections (nouns with part-whole structures, such as forest,'' army,'' class,'' team''). Collections are said to have a greater psychological integrity and to be easier to conceive as an aggregate or organized totality than classes. To test the psychological reality and implications of this distinction, several tasks that require treating objects as organized into aggregates rather than as individuals were given to children. Children's ability to answer the Piagetian class inclusion problem was considerably improved when the question was phrased in terms of collection rather than class labels. Similarly, children's performance on the number conservation problem was improved when the objects were described as collections rather than classes. Collection labels allowed children to use the cardinality principle on a number problem which they otherwise would have failed. These results indicate a relation between how children organized or represent information and their subsequent ability to operate on that representation. The problem on these tasks is that children do not have the ability to impose the appropriate organization, not that they need to be taught new skills. Details of the research are not provided. (Author/SS)

ED 176 995 SE 029 043

Nelson, Gorman R.

Single Variable Calculus: An Independent Study Course Using Audio-Visual-Seminar Instruction.

South Dakota State Univ., Brookings.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 71
Grant-NSF-GY-6901
Note-163p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiovisual Aids, *Calculus, *College Mathematics, Educational Technology, *Independent Study, Instructional Media, Mathematics Education, Media Technology, Programed Materials, *Programed Texts, Slides, *Textbooks

This textbook is designed to be used in an independent study calculus course at South Dakota State University. A unique feature of the course is a heavy reliance on color slide transparencies that are used to develop basic concepts graphically. These slides and accompanying commentaries are available for students at an educational media center. Besides doing programed work in the text, students are required to attend a one-hour meeting each week. (MK)

Bain, Linda L.

Implementing Title IX: Concerns of Undergraduate Physical Education Majors.

Pub Date-79
Note-10p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (New Orleans, Louisiana, March 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletic Coaches, *Needs Assessment, *Nondiscriminatory Education, *Physical Education, *Preservice Education, Professional Personnel, *Surveys, *Teacher Education
Identifiers-Title IX Education Amendments 1972

A survey of an equal number of male and female students in the University of Houston's secondary school physical education course articulates prospective teacher concerns regarding the implementation of the nondiscriminatory principles set forth in the Title IX ruling. In general, male students evidence greater overall concern about the ruling's effects than do females. The historic exclusion of women from sports programs has resulted in a situation wherein male coaches often suffer from a lack of trust in their female colleagues. Also, male sports personnel may be unable to effectively operate a physical education class consisting of several different skill and strength levels, as would be the case in coeducational gym classes. Preservice teacher curriculum must be developed that speaks to these needs, and the development of girls' sports potential must be more emphatically stressed. Neither male nor female subjects fear that the acceleration of women's involvement in sports would seriously threaten sex role identification processes. (LH)

ED 177 150 SP 014 899

Ward, Beatrice A.

Assessment of Teacher Performance: What Is Involved? What Is the Cost?

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Pub Date-Feb 73
Note-22p.; Paper presented at the Multi-State Consortium on Performance Based Teacher Education (New Orleans, Louisiana, February 27, 1973)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Cost Effectiveness, *Educational Assessment, *Evaluation Methods, Performance Based Teacher Education, *Program Budgeting, Teacher Behavior, *Teacher Evaluation

Questions are raised regarding the purposes of teacher assessment, the teacher performance to be assessed, and the level of training and skill individuals who do the assessing must have. In each question area, several courses of action are presented. Different cost levels are associated with each option. It is suggested that the task for the individual, or agency, responsible for assessing teacher performance is to determine which options within each decision area best meet the policy-making and training needs of that particular program. Central to this decision is the quantity and quality of data required given the purposes for which the findings will be used. (JD)

ED 176 631 HE 011 674

Hearings on House Concurrent Resolution 84. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session on H. Con. Res. 84 (April 4 and 5, 1979).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-79

Note-109p.; Hearings held in Washington, D.C.; Not available in paper copy due to small print and light type of original

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Students, Educational Finance, Educational Legislation, Eligibility, Family Income, *Federal Aid, *Federal Legislation, Financial Support, Government Role, *Higher Education, *Parental Financial Contribution, *Student Financial Aid

Identifiers-*Basic Educational Opportunity Grants, *Higher Education Act 1965, H R 84, Position Papers

The text is of a hearing before the House Subcommittee on Postsecondary Education of the Committee on Education and Labor in which House Concurrent Resolution 84 was discussed. The resolution called for disapproval of regulation pertaining to family contribution schedule for use during 1979-1980 award period under the Basic Educational Opportunity Grant award program of subpart 1 of part A of Title IV of the Higher Education Act of 1965. During the second day of the hearing it was announced that the administration agreed to submit a revised family contribution schedule which would include provisions to implement (in 1979-80) the independent student changes enacted by the Middle Income Student Assistance Act. Texts of this act and of Resolution 84 are provided, as well as statements from Ernest Boyer, Commissioner of the U.S. Office of Education; Martin Dallas, executive director of the National Association of Student Financial Aid Administration; Joel Packer, legislative director of the Office of Governmental Relations/Higher Education, National Association of State Universities and Land-Grant Colleges. Ten prepared statements, letters, or pieces of supplemental material are also included in the text. (PHR)

ED 176 648 HE 011 743

Hyde, William D., Jr.

State Guarantee Agencies and Capital Avaialability for Student Loans. Papers in Education Finance. Paper No. 22.

Education Commission of the States, Denver, Colo. Education Finance Center.
Pub Date-Jul 79
Note-36p.
Available from-Education Finance Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Organization, Agency Role, Comparative Statistics, Educational Finance, Family Income, Federal Aid, *Financial Policy, Government Role, Grants, Higher Education, *Loan Repayment, Parental Financial Contribution, *State Agencies, State Aid, Statistical Analysis, Student Costs, *Student Financial Aid, *Student Loan Programs

The relationship between capital available for student loans and the types of programs through which loans are made to students is examined in this paper on educational finance. Cost of attendance, amount of grant aid, and ability to pay are investigated as factors that affect the amount of loans a student needs to finance a college education. Data on each aspect is analyzed for every state. A comparison of state loan programs includes the average loan amount per student. Results of the study indicate a lack of relationship between loan amounts and structural characteristics of the states. The cost of attendance is found to be closely correlated with the net cost to the family. The average loan amount is positively related to cost of attendance and net costs to the family. Regression analysis suggests that the existence of a state guarantee loan agency has little effect on a state's average loan amount per student. The presence of state loan agencies may lower default rates and operating expenses, and increase accessibility to loans. It is concluded that the presence of a state loan agency depends on the position that a state takes toward the support of education and that as loans become a more important component of financing students' education costs, states prefer to use state agencies. (Author/SF)

ED 176 666 HE 011 781

Brown, Charles I., Ed.

Issues/Higher Education/Institutional Research. NCAIR Proceedings. Fifth Annual Meeting of the North Carolina Association for Institutional Research (Asheville, North Carolina, November 2-3, 1977).

North Carolina Association for Institutional Research.

Pub Date-77

Note-67p.; Page 51 and 54 may not reproduce well due to marginal legibility of original

Available from-Office of Institutional Research, East Carolina University, Greenville, NC 27834

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, Admission (School), College Administration, College Faculty, College Integration, *College Planning, College Students, *Conferences, Court Doctrine, Data Analysis, Directories, Educational Economics, *Educational Research, Higher Education, *Institutional Research, Long Range Planning, Recruitment, *Researchers, Speeches, State Programs, Student Evaluation of Teacher Performance

Identifiers-Constitutions (Documents), *Data Utilization, North Carolina

Proceedings from the fifth annual meeting of the North Carolina Association for Institutional Research (NCAIR) focus on issues affecting higher education and the relationship of these issues to the institutional research function. Included are general session addresses by Charles A. Lyons and Dick Robinson that discuss the implications of Judge Pratt's decision for higher education in general and for the State of North Carolina. Papers from concurrent sessions include: Student Evaluation of Teaching Effectiveness: Implications for Institutional Research (James L. Morrison), and Faculty Data and Profiles: Questions and Dilemmas (Peggy Goldstein). Other discussion topics that are briefly noted include: Academic Cost Analysis; Uses of the Factbook; Some Questions and Suggested Answers for Institutional Researchers on Data Presentations; Internal Uses of Data; The Institute on Desegregation; A Center for Inter-Institutional Research; and Needed: A Plan for Planning. Abstracts of 31 reports are provided in the following areas: institutional goals, administrative, faculty, curriculum, student characteristics, recruitment and admissions, predictions and academic performance, statistics, and long-range planning. The proceedings of the business meeting, the NCAIR conference program, the 1977 financial statement, constitution and bylaws, and membership directory are also included. Newly formed institutional research-related organizations are also noted. (SF)

ED 176 703 HE 011 875

Ministry of Colleges and Universities. 1977-78 Statistical Summary.

Ontario Ministry of Colleges and Universities, Toronto.

Pub Date-78

Note-80p.

Available from-Statistics Section, Management Information Ssytems Branch, Ministry of Colleges and Universities, 18th Floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L2, Canada

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*College Students, Comparative Statistics, Educational Finance, Enrollment Influences, *Enrollment Trends, Foreign Countries, *Graduate Students, Grants, *Higher Education, Postsecondary Education, *Student Financial Aid, Technical Institutes, Trend Analysis, Universities

Identifiers-*Ontario

A statistical summary of enrollment at Ontario universities in 1977-78 is presented. The summary surveys data on students at all levels, from first year to doctoral, data on staff by institution (including salaries), and financial data listing support by institution, sources of revenue, and student assistance available. Among findings were that enrollment during the period declined by less than two percent, while the number of degrees awarded increased by about five percent. Colleges of applied art and technology experienced a five percent increase in postsecondary program enrollment and a 24 percent increase in non-postsecondary areas (including occupational/training programs and general interest courses). Other findings showed that operating grants distributed to the universities and colleges of applied arts and technology increased by more than eight percent to a total of $960 million. An additional $69 million was distributed to students in the form of Ontario Student Assistance Program grants. (Author/PHR)

ED 176 722 IR 007 546

Serov, V. V.

The Soviet Library System and Its Planning. Reaction Paper by Alphonse F. Trezza.

Pub Date-May 79
Note-55p.; Papers presented at the Soviet-American Library Seminar (1st, Washington, D.C., May 4-6, 1979); For related documents, see IR 007 541-547; Best copy available
Language-English; Russian
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Translations (170)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Centralization, Comparative Analysis, Foreign Countries, Information Dissemination, Information Systems, *Library Networks, *Library Planning, National Libraries, *National Programs, Organization
Identifiers-United States, *USSR

The mechanics of the Soviet library system, the availability of libraries to the citizenry, organizational components, and the development and planning principles of librarianship as they follow Leninist national policy are discussed in this paper by V.V. Serov, Head of the Main Library Directorate, USSR Ministry of Culture. A program of library system construction within the socialist state designed by V.I. Lenin stresses the role of libraries in disseminating knowledge and politically educating the working people. The Decree of the Central Committee of the Communist Party of the Soviet Union further developed the library's role and centralized the library network structure. State control ensures the availability of library services to all Soviet citizens, beginning with public libraries and extending to specialized facilities for scientific and technical professionals. The State oversees the centralized library network, providing equipment and techniques, methodological and research activities, library construction, and preparation of library staff. Problems still exist with centralized acquisition, the preparation of library personnel, and the improvement of the material and technical base of many libraries. In a comment paper, Alphonse Trezza, Executive Director of the National Commission on Libraries and Information Science, discusses library service and future planning implications in the United States as compared with the Soviet library system. (CWM)

ED 176 744 IR 007 688

Stutzman, Mary

The Role and Problems of Libraries in Developing Countries: The West African Experience.

Pub Date-19 May 78

Note-117p.; Master's thesis, University of California at Los Angeles

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Bibliographies, Colonialism, *Developing Nations, *Historical Reviews, Legislation, *Libraries, Library Planning, *Library Role, Library Standards, National Programs, *Problems, Resources, Staff Improvement

Identifiers-*Africa (West), Library Education Relationship

Using the situation in West Africa as an example, this paper examines the role and the problems of libraries in developing countries; a problem approach, rather than a country-by-country survey, has been employed. The paper is divided into three major sections: (1) a review of colonial influence, discussing British and French attitudes towards education and libraries and the effect which these attitudes had on the institutions established by the colonial powers in Africa; (2) an examination of the role of the library in the overall development of a country, emphasizing the need for national planning and the integration of library and educational programs; (3) a discussion of the problems facing all types of libraries in West Africa, including staffing, the scarcity of resources, and the need to develop a supportive national bibliographic apparatus. A lengthy bibliography is provided. (Author)

ED 176 791 IR 007 755

Page, John Szentivanyi, Tibor

Information Systems and Networks for Technology Transfer. Final Report.

International Inst. for Applied Systems Analysis, Laxenburg (Austria).

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.-PGI-79/WS/2
Pub Date-79
Contract-SC-551.518
Note-315p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Data Bases, Developed Nations, Developing Nations, *Information Dissemination, *Information Networks, Information Retrieval, Information Sources, *Information Systems, On Line Systems, *Technology Transfer, *Transfer Programs
Identifiers-*Scientific and Technical Information

Results of a survey of the information resources available in industrialized countries which might be used in a United Nations technology transfer program for developing countries are presented. Information systems and networks, organized information collections of a scientific and technical character, and the machinery used to disseminate this information are assessed in the light of their value to such a program. The main bibliographic sources are examined, as are special systems or informal information resources, and a discussion of dissemination systems and networks is followed by conclusions and recommendations for future action. Appendices include descriptions of biology, chemistry, and physics bibliographic systems; multidisciplinary systems; mission-oriented, applied science, and technology bibliographic systems; industry-specific systems; and patents and negotiable technology systems. A complete systems inventory is not intended; rather a sample is provided to assist in further work in developing the program to be charted. (FM)

ED 176 889 PS 010 920

Hofmann, Martin J. And Others

Evidence of Visual Memory in the Cortical Evoked Potential of Human Infants.

Minnesota Univ., Minneapolis. Center for Research in Human Learning.; Minnesota Univ., Minneapolis. Inst. of Child Development.

Spons Agency-National Science Foundation, Washington, D.C.; Office of Human Development (DHEW), Washington, D.C.

Pub Date-Mar 79

Grant-HD-01136; Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Ability, Cognitive Measurement, Electroencephalography, Expectation, *Individual Differences, *Infants, Measurement Techniques, *Memory, Research Methodology, *Retention, Visual Stimuli

Identifiers-*Brain Response, *Cortical Potential

Averaged evoked potential (AEP) is an event-related brain response obtained by averaging the scalp electrical potentials elicited by repeated presentations of the same event. It has proven to be an accurate measure of the activity of the mature human brain when involved in a wide variety of psychological tasks. Distinct psychological processes appear to be associated with changes in the averaged evoked potential at different points in time with respect to the stimulus event. When an infrequent or unexpected stimulus is presented to the adult, a characteristic enhancement of the late positive component (LPC) of the averaged evoked cortical potential is observed. To test whether this effect obtains near birth, in two studies, low and high-probability visual stimuli were presented to twenty-nine 3-month-old infants. Electrical potentials were recorded from occipital and parietal scalp sites. A clear LPC effect was observed at both sites between 300-600 msec following the onset of the infrequent stimulus. This is the first demonstration of an LPC effect in infants, reflecting cognitive processing involving memory. A method for analyzing single trials is incorporated, demonstrating individual differences in early cognitive functioning. (Author/RH)

ED 176 907 RC 011 392

Ewert, Alan

Water Problems and Solutions. A Report Concerning the Problems and Solutions of Negative Water Balance.

Pub Date- 72
Note-25p.
Pub Type- Information Analyses (070) - Non-Print Media (100)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Camping, *Educational Needs, *First Aid, Leadership, Metabolism, *Outdoor Education, *Physiology, Responsibility
Identifiers-*Dehydration (Human), *Survival Skills, Water

Outdoor leaders constantly face problems created by water shortage and, to act effectively, must thoroughly understand the body's use of water and the ways to delay dehydration when water shortage occurs. Dehydration begins when there is a negative water balance, or more water lost than ingested, and progresses from the stage of dryness, to the cotton mouth'' stage, and finally to the stage of structural degeneration. The symptoms of dehydration progress from thirst and general uneasiness to sensory impairment and inability to think rationally. Dehydration can be counteracted by increasing water intake and reducing water loss. The body assimilates fresh water most easily, but other water sources are available to the knowledgeable person. For example, urine of a fully hydrated person may be ingested while urine of a dehydrated person should not be ingested, though it can be used to lower skin temperature through evaporation; wash wounds, stings, and bites; or operate a solar still. Reduction of water loss is accomplished by proper ingestion of available water, preventing perspiration, using clothing to protect from heat and evaporation, and avoiding all types of dehydrators, i.e., alcohol, blood, salt, proteins, and fats. (JH)

ED 176 925 RC 011 635

Attacking Educational Deficiencies Through Special Projects A Report of the ESEA Titled Programs FY 1979.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.
Pub Date-79
Note-140p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*American Indian Education, Bilingual Education, Boarding Schools, *Educational Disadvantagement, *Educational Programs, *Elementary Secondary Education, *Federal Aid, *Federal Legislation, Language Arts, Mathematics Education, Programs, Reading Programs, Special Education, Tribes
Identifiers-Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title IV, Elementary Secondary Education Act Title VII, *Navajo (Tribe)

This digest is written to provide quick access to information about the Titled programs carried out under the Elementary and Secondary Education Act in the Navajo Area by the Chinle Agency, the Eastern Navajo Agency, the Ft. Defiance Agency, the Shiprock Agency, and the Western Navajo Agency. The information was obtained from the approved projects for FY 1979 prior to the effective date of any amendments or modifications. The report is organized into separate sections for Titles I, IV, and VII. Title I comprises by far the major portion of the report, representing 59 operating projects. The projects are reported by schools alphabetically under the 5 agencies that comprise the Navajo Area. Data provided includes school name, academic deficiency, number of target students, grade levels, budget, and program services. Also provided are staffing patterns for the Navajo Area and each agency, fiscal data, and a statistical summary for FY 1979. Most projects emphasize language arts (especially bilingual services), reading, mathematics, or special education, while program services include individualized instruction, use of teacher aides, and learning and resource centers. Project budgets range from $0 to $200,210. Educators may find this report helpful in comparing programs and planning future activities. (Author/NEC)

ED 177 022 SE 029 213

Federal Obligations to Universities and Colleges Increased by 20% in FY 1977 Primarily for Nonscience Programs. Science Resources Studies Highlights, August 1, 1979.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-79-312

Pub Date-1 Aug 79

Note-5p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Federal Government, Federal Programs, Federal State Relationship, Financial Support, Government Role, *Grants, *Higher Education, *Research, Research Needs, Science Education, *Sciences

Documented are developments in federal funding to individual colleges and universities. It is reported, based on fiscal year (FY) 1977 data, that federal obligations to higher education institutions have grown substantially. Federal research and development (R&D) funds rose by 15% in FY 1977. However, federal funding for academic R&D in 1977 was only about one-fourth the level of the mid-1960's. While R&D support has increased every year throughout the 1970's, other components of federal support to academic science showed an increase only in 1974. Data are presented on FY 1977 federal money committments to the 100 universities receiving the largest amounts of funds. (RE)

SO

ED 177 057 SO 011 993

The American Economic System...and Your Part In It.

Advertising Council, Inc., New York, N.Y.; Department of Commerce, Washington, D.C.

Pub Date-77

Note-24p.; All Peanuts'' illustrations in this booklet have been removed by ERIC due to copyright law

Available from- Economics,'' Pueblo, Colorado 81009 (single copies, free)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Concept Teaching, Consumer Education, Economic Change, *Economic Education, *Economic Factors, *Economics, Government Role, Individual Power, Secondary Education

The booklet, intended for adult or continuing education, discusses the American economic system, emphasizing definitions of economic concepts and the individual's role as part of the system. The objective is to provide a simple description of the American economic system and to promote better understanding of it. The booklet is presented in six chapters. Chapter I summarizes some of the economic principles upon which America's prosperity has been built and stresses the necessity for being able to make informed decisions in order to meet future economic and social challenges. Chapter II defines an economic system as well as goods and services, offering a brief overview of various economic and political systems. Chapter III explains how the economy works, examining the roles of consumers, producers, governments, and natural and other resources. Chapter IV discusses how economic factors fit together and work, emphasizing the concepts of supply and demand, prices, competition, expansion and recession, fiscal policies, monetary policy, and inflation. Chapter V summarizes what the economy provides, discussing gross national profit; personal, disposable, and business income; gross profit; and international trade, including trade deficit and surplus. Chapter VI emphasizes the need for informed economic choices and the role an individual can play in making those choices. It also lists personal and public economic choices involving opportunity cost. (CK)

ED 177 075 SO 012 017

Lindaman, Edward B. Lippitt, Ronald O.
Choosing the Future You Prefer. A Goal Setting Guide.
Human Resource Development Associates, Ann Arbor, Mich.
Pub Date-79
Note-45p.
Available from-Human Resource Development Associates of Ann Arbor, Inc., 1820 Green Road, Ann Arbor, Michigan 48105 ($4.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Cooperative Planning, Decision Making, *Futures (of Society), *Goal Orientation, Group Activities, *Group Instruction, Individual Activities, Interests, *Learning Activities, Needs Assessment, *Objectives, *Planning, Secondary Education, Self Actualization, Values

The guide, intended for group and organization leaders, presents activities and exercises to aid in personal and group goal-setting and planning for the future. The objective is to help groups choose goals which are sensitive to and oriented toward the evolving future with its rapid rate of change. The guide is presented in eight chapters. Chapters I through IV suggest exercises for training participants in observation and analysis techniques. They focus on current futurist thought; feelings about the possible futures of each participant and his organization; historic trends of the world, the participant, and the organization; perspectives about the present from the three viewpoints; and an analysis of assumptions and values that guide decision making. Chapters V through VIII present step by step goal-setting exercises. They include analyzing sources for determining goals, projecting and assessing individual and group futures and alternative futures; connecting images of the future to specific actions; and exploring the necessity of celebrating progress rather than dwelling on the gap between reality and possibility. Each exercise identifies purpose and procedure; and suggests various activities such as group discussion, brainstorming, listing and prioritizing, analyzing trends, and role playing. A bibliography concludes the guide. (CK)

English Language Teaching Profile: Syrian Arab Republic.

British Council, London (England). English-Teaching Information Centre.
Pub Date-Sep 78
Note-17p.
Available from-English Teaching Information Centre, The British Council, 65 Davies St., London W1Y 2AA England
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Language Programs, Curriculum Guides, *Educational Policy, *English (Second Language), English for Special Purposes, *English Literature, Foreign Countries, Higher Education, Instructional Materials, *Language Instruction, Language of Instruction, *Language Role, Language Teachers, Language Usage, Literature Programs, Secondary Education, *Second Language Learning, Second Languages, Teacher Education, Universities, Vocational Education
Identifiers-*Syria

The status of English as a first foreign language is discussed as well as the reasons why the standard of English and the extent to which it is spoken in Syria do not match its official status. The use of English within the educational system is examined with particular reference to secondary and university levels. The manner of determination of syllabuses and hours of instruction, inspection, English for special purposes, adult education, and English by radio and television are dealt with. The make-up of the teaching cadre is described as well as teaching materials, private language schools, and British and American support. An appendix contains syllabuses from the schools and universities. A supplementary outline of the current status of literary education and of the literary scene in general accompanies the profile. (AMH)

ED 176 770 IR 007 724

Mayer, Marc Cylke, Frank Kurt

African Braille Production: A Statistical Review and Evaluation of Countries and Costs.

Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-79

Contract-UNESCO-594960

Note-85p.; Paper to be presented at IFLA Conference (Copenhagen, Denmark, August 1979) and African-International Conference (Arusha, Tanzania, October 1980) ; Best copy available

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Blind, *Braille, Demography, Developing Nations, *Equipment Evaluation, Handicapped Students, *Information Needs, Information Sources, Questionnaires, Reading Materials, *Resource Materials, Statistical Data

Identifiers-*Africa

A study was conducted in 52 African countries to determine the extent of braille facilities for the blind, with the aim of choosing a location for a central braille producing facility. To make the selection, the factors of ease of communication (i.e., central location), political stability, and extent of already existing organizations for the blind were considered for each country. Ten possible choices are identified in Chapter 1, in a table showing population, literacy level, per capita income, and languages spoken. Chapter 2 presents a cost analysis of the braille producing methods of handcopied braille, press braille, and paperless braille. Nine appendices provide statistical and evaluation data in terms of: (1) geographic and economic conditions, (2) education and library statistics, (3) political conditions, (4) spoken languages, (5) published languages, (6) population tabulation, (7) braille capabilities, (8) a questionnaire and responses, and (9) independent evaluations. The problem of many indigenous languages (thus, the limited value of using one central language) is mentioned. (SW)

ED 176 813 JC 790 410

Segal, Barbara F. And Others

Adult Educational Needs Assessment of Southeastern Connecticut. Volume 2.

Mohegan Community Coll., Norwich, Conn.
Spons Agency-Connecticut State Dept. of Labor, Wethersfield.
Pub Date-Jan 79
Grant-CETA-8-068-5-24
Note-112p.; For a related document, see JC 790 408. Tables may not reproduce well due to small size of type
Available from-Community Education Outreach Coordinator, Mohegan Community College, Norwich, Connecticut 06360 ($1.99)
Pub Type- Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Access to Education, *Adult Characteristics, Adult Education, Community Attitudes, Community Colleges, *Community Surveys, Demography, Educational Background, *Educational Interest, Educational Needs, Employment, *Enrollment Influences, Information Sources, *Junior Colleges, *Needs Assessment, *Regional Characteristics
Identifiers-*Connecticut (Southeastern)

During the late spring, summer, and early fall of 1978, a comprehensive household survey of the adult population of Southeastern Connecticut was conducted by Mohegan Community College to assess the educational needs of this region's residents. The survey focused on respondent characteristics, educational background, employment information, level of satisfaction with regional educational opportunities, the accuracy of information adults possessed, the preferred sources of information, the level of interest and the reasons adults had in pursuing learning activities, the kinds of learning formats adults preferred, the obstacles that prevented adults from satisfying their educational needs, and the kinds of educational services adults expected to receive. A summary of the major findings of the adult educational needs assessment is included in this volume of the study report, as is a copy of the survey instrument itself. Additionally, the raw data from the study are provided in terms of the absolute and relative frequency of responses on the 96-item questionnaire. (AYC)

ED 176 945　　　　　　　　　　　　　　　　　　　　　　SE 027 844

West Bloomfield School District Mathematics Curriculum Guide, K-12.
West Bloomfield Schools, Mich.
Pub Date- 79
Note-155p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Algebra, Calculus, *Course Descriptions, *Curriculum, *Curriculum Guides, Elementary Secondary Education, Geometry, *Instruction, Mathematical Applications, *Mathematics Education, Measurement, Number Concepts, *Objectives, Problem Solving, Statistics, Trigonometry

This curriculum guide outlines the mathematics objectives of each of the grades K-8 under the headings of operations, sentences and problem solving, numbers and numeration, measurement, geometry, statistics, and applications. Examples of each of the objectives are given. High school minimal skills are listed. The sequence of mathematics courses for grades 9-12 is listed, along with a detailed description of each course. This description includes recommended prerequisites, usual grade level, rationale, description of students for which the course is planned, course evaluation, objectives, and topical outline. (MP)

ED 177 039 SO 011 973

Technical Report: Basic Citizenship Competencies Project (Phase I, October 1, 1978-June 30, 1979) Ohio State Univ., Columbus. Mershon Center.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-78-0050

Note-28p.; For related documents, see SO 011 968-972; Best copy available

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Citizenship, Educational Assessment, Educational Needs, Educational Objectives, Effective Teaching, Elementary Secondary Education, *Evaluation Criteria, *Program Evaluation, Program Improvement, Questionnaires, *Social Studies, *Summative Evaluation, Surveys, Teacher Attitudes

The document presents a summary of the major activities of a project to assist educators, parents, and community leaders as they develop and implement citizenship education programs. The report begins with a description of the project and enumerates project objectives including identifying basic competencies required by citizens in a pluralist society, identifying school management practices and instructional materials related to such competencies, and making decisions about the development, revision, implementation, and assessment of citizenship-related problems. Other sections of the report are devoted to directories of the project staff and National Advisory Panel members, a progress report on advisory panel questionnaires, comments by panel members on various aspects of the project, copies of correspondence between project staff and members of the National Institute of Education and other government agencies, and feedback forms from teachers and supervisors who participated in project workshops. The final section presents an executive summary which details project findings, basic citizenship competencies, and project products. (DB)

ED 177 096 SP 013 863

Seiferth, Berniece Purcell, Thomas D.
Administrators' Criteria for Hiring Practices.
Pub Date-Feb 79
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, *Employer Attitudes, *Employment Interviews, *Employment Qualifications, *Job Applicants, *Teacher Employment, Teacher Supply and Demand

In this study school administrators were submitted a questionnaire to discover the characteristics, traits, or qualities in applicants for teaching positions that most influence their decisions on hiring. Recipients of the questionnaire were randomly selected to represent all geographic regions of the state. Results indicate that the job interview and the personal impression job candidates leave on potential employers are the most influential considerations in administrative hiring decisions. The methodology used in the survey is described in this report, and some results are presented in tabular form. (JD)

ED 177 151 SP 014 906

Baptiste, H. Prentice, Jr.
Multiculturalizing Teacher Education at the University of Houston.
Pub Date-2 Mar 79
Note-6p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 27-March 2, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Curriculum Development, Faculty Development, *Multicultural Education, Performance Based Teacher Education, *Preservice Education, *Program Development, Teacher Education

The prime considerations used in developing a multicultural teacher education program are discussed. The assembling of a faculty not only knowledgeable in concepts and strategies of multiculturalism but also composed of individuals of different ethnic and racial backgrounds was the first priority. The curriculum was developed along state certification guidelines and was based on the competency based system. A description is given of how students move through this program and the philosophy underlying developmental decisions is presented. (JD)

Hereford, Susan M.

A Survey of Graduate Student Opinions and Sources of Information. Special Report 75-11.

Texas Univ., Austin. Measurement and Evaluation Center.
Pub Date-Apr 75
Note-16p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ancillary Services, *Educational Counseling, *Faculty Advisors, *Graduate Students, Graduate Study, Graduate Surveys, Higher Education, Institutional Research, Participant Satisfaction, *Sex Discrimination, State Universities, Student Attitudes, Student College Relationship, *Student Opinion
Identifiers-*University of Texas Austin

Questionnaires were returned by 814 graduate students at the University of Texas at Austin in response to a survey of their opinions and attitudes on the adequacy of academic advising procedures and the sources of information most commonly utilized when they need information on topics pertaining to their graduate work. The study was undertaken in order to provide constructive feedback to advisors and to obtain a general indication of graduate students' opinions throughout all colleges and schools within the university. The following findings were noted: (1) female graduate students tended to perceive more discrimination than male graduate students; (2) students working toward a master's degree tended to be less positively oriented in all areas except perceived discrimination than those working toward doctorates and those working toward master's degrees followed by doctorates; (3) students having multiple sources of university support for their study tended to react least favorably to their advisors, while those reporting no sources of university support reacted most favorably; and (4) students in graduate studies areas having multiple advisor systems tended to react more favorably on all scales except perceived discrimination than did students in programs having graduate advisors only. Tables detailing the data, and the survey of graduate student opinions and sources of information are appended. (Author/PHR)

ED 176 970 SE 028 851

Creswell, John L. Forsythe, Odene

A Problem of Teaching the Concept of Integers as a Directed Distance in Grades Three Through Five and Its Relationship to Left-Right Conceptualization Level, Age Level and Sex.

Pub Date-79
Note-18p.; Contains occasional light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Curriculum, *Educational Research, Elementary Education, *Elementary School Mathematics, Grade 3, Grade 4, Grade 5, *Integers, Lateral Dominance, *Mathematical Concepts, Mathematics Education, *Number Concepts
Identifiers-*Left Right Conceptualization

This study was designed to determine if it was feasible and appropriate to place the concept of integers as directed distances in the curricula for students in grades 3-5. Also investigated was whether the level of understanding of left-right conceptualization affected the understanding of the concept of integers and if sex classification affected the understanding of the concept of integers. A nine-day treatment was conducted by regular classroom teachers using an inductive teaching method. Prior to treatment, each subject was tested to determine the level of left-right conceptualization. The subjects were 49 third-grade students, 56 fourth-grade students and 52 fifth-grade students. Analysis revealed a significant difference in achievement among levels of left-right conceptualization in grades 3-5. The investigators concluded that teaching the concept of integers as a directed distance in the third grade would not be as advisable as in the fourth and fifth grades. (MK)

ED 176 996 SE 029 044

USMES Background Papers (Unified Science and Mathematics for Elementary Schools).

Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jul 75
Note-624p.; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-*Curriculum Development, Elementary Education, *Elementary School Mathematics, *Elementary School Science, *Interdisciplinary Approach, *Problem Solving, *Resource Materials, Simulation, Unified Studies Programs

These background papers are written to provide information for the teacher on technical problems that might arise as students carry on various USMES investigations. Background papers are also written which include information about the types of investigations which may provide good opportunities for learning in specific areas. This set includes papers directly related to: biology, design problems, electric circuits, geometry and shapes, group dynamics, graphical representation, measurement, probability and statistics, ratios, proportion and scaling, and simulation activities. (MK)

ED 176 614 HE 011 581

von Zur-Muehlen, Max
Ph.D. Students in Canada.
Pub Date-Dec 75
Note-105p.; Second draft; for related documents see HE 011 580 and HE 011 582
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Age, Citizenship, College Majors, *Doctoral Degrees, *Enrollment Trends, Expectation, Females, Foreign Countries, Full Time Students, Geographic Distribution, *Graduate Students, Higher Education, Immigrants, Males, Marital Status, Part Time Students, *Student Characteristics
Identifiers-*Canada

The enrollment of students in doctoral programs in Canadian universities and the characteristics of doctoral students are examined. Data on full- and part-time enrollment in graduate programs from 1960-61 through 1974-1975 are presented. The following characteristics of doctoral students are examined: field of study, permanent residence location, sex distribution, marital status, number of children, age distribution, country of birth, country of citizenship, immigration status, career location, reason for graduate study, employment sector, anticipated year of graduation, anticipated employment sector, and enrollment location. Although there has been a recent decline in full-time doctoral enrollment, particularly in the natural sciences, there has been continued expansion of part-time doctoral study. In 1960, only 306 doctoral degrees were granted by Canadian universities; by 1974, this number had risen to almost 2,000. Over 50 percent of all doctoral students are enrolled at five universities, and over 50 percent of all doctoral students are enrolled in universities in Ontario. Women constitute only 16 percent of all doctoral students. A large proportion (41 percent) of doctoral students are over 28 years old, and 56 percent are married. Less than 40 percent of the doctoral students were born in Canada, and only 53 percent are Canadian citizens. Thirty-three percent of doctoral students are landed immigrants. Many full-time doctoral students are also employed full-time. About 75 percent of the students anticipate employment in the university sector, and 84 percent would prefer a career in Canada. (SC)

Hoffman, Martin L.

Conceptual, Methodological, and Value Issues in Empathy Research.

Pub Date-Mar 79
Note-9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Age Differences, Children, *Cognitive Ability, *Empathy, Ethical Instruction, *Ethics, *Measurement Techniques, Mediation Theory, Perspective Taking, *Research Design, Research Methodology

Empathic distress refers to the empathic response to another's pain, anxiety, or sadness. Empathic distress must be viewed as only one component of a person's response when observing someone in distress. Studies of empathy should be designed to rule out or control the non-empathic components insofar as possible. The importance of perception and cognition for affective empathy has probably been overemphasized. While it is commonly held that role-taking (a cognitive skill) is necessary for empathy to mediate helping, a case can be made for the proposition that empathy often fosters role-taking rather than the reverse. The question of age differences in empathy remains an unresolved issue. Research studies utilizing cognitively oriented measures tend to find age differences while those employing non-verbal measures do not. An ideal empathy index would include evidence that (1) affect has been aroused in the observer and (2) the affect experienced by the observer is sufficiently close in quality and direction to the affect experienced by the model that it can be considered a vicarious response. The use of facial response as an index of empathy seems promising enough to warrant further investigation. Attempts have been made to circumvent certain ethical, value issues by proposing that children be trained in affective empathy which will contribute to prosocial behavior rather than being trained for prosocial behavior directly. This approach raises ethical questions of its own which need to be discussed. (JMB)

ED 176 869 PS 010 867

Nimnicht, Glen P. And Others

Inservice Teacher Training in the Use of the Responsive Program: Teacher Training Notebook.

Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-71
Note-254p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Audiovisual Aids, *Class Activities, Cultural Awareness, Faculty Development, *Inservice Teacher Education, Parent Participation, *Planning, *Preschool Children, Preschool Education, *Teacher Workshops, Toys
Identifiers-*Responsive Model

This notebook provides materials for inservice teacher training in the use of the responsive education program for preschool children. Section I presents an overview of the responsive program, lists characteristics of young children and provides a guide to using the training materials. Section II includes a guide to the before-school teacher training workshop and the inservice teacher training program. The guides in Section II refer frequently to specific activities and procedures described in the Learning Activities Booklets which accompany The New Nursery School text used in the responsive program. The topics and classroom activities suggested in the guides are grouped in three 12-week cycles. Section III contains six articles intended to provide background information on the procedures and approaches used in implementing the responsive program. Section IV of the notebook contains an article and two bibliographies which provide further background for teachers who are working with culturally different children. It also contains a list of additional films and filmstrips and sources from which they may be obtained. Additional training materials recommended in the notebook include the eight basic toys used in the program, a handbook for teacher assistants in the use of specific responsive toys, and eight filmstrips and accompanying cassette tapes that enable teacher assistants and parents to learn to play specific games with children. (Author/RH)

ED 176 908   RC 011 456

Thompson, Doug Rooney, Jim

City Experiences. Guidelines for Urban Adventures.

Pub Date-Nov 77
Note-19p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Objectives, Alternative Schools, Architectural Education, Educational Games, *Experiential Learning, Field Trips, Grade 9, *High School Students, Human Resources, *Interdisciplinary Approach, Learning Activities, *Outdoor Education, Perception, Secondary Education, Self Directed Groups, Skill Development, *Suburban Youth, Teacher Responsibility, Teacher Workshops, Traditional Schools, Urban Areas, *Urban Education
Identifiers-*Adventure Education, Colorado (Denver), New York (New York), Outward Bound

The booklet provides guidelines, concrete curriculum plans, and rough ideas on urban adventure programs for suburban high school students. Following an overview that explains a three-phase organizing theory (exploration, focusing, action) for urban programs, there are descriptions of: a student-organized and conducted architectural tour of New York City; a program based on an urban scavenger hunt for ninth graders in traditional schools in the Denver area; an intensive 5-day experience in Denver for an alternative high school; 19 specific urban awareness activities that involve observing, questioning, and synthesizing; ideas for written projects based on urban conditions in New York; how and where to find and interview resource people in a city; and a 3-day urban experience for teachers run by the Colorado Outward Bound School. A list of 15 "process skills" necessary for successful urban adventures is included, as well as a discussion of teacher liability during city experiences. (SB)

ED 177 124 SP 014 654

Approved Programs in Texas Colleges and Universities for the Preparation of Teachers.

Texas Education Agency, Austin. Div. of Teacher Education and Certification.
Pub Date-Jun 79
Note-165p.
Available from-Texas Education Agency, Division of Teacher Education, 201 East 11th Street, Austin, Texas 3701 ($2.00)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Accreditation (Institutions), Colleges, Program Content, *State Standards, *Teacher Education, Teacher Education Curriculum, Teacher Programs, Universities, *Validated Programs

This publication is made available as a service to college personnel and others interested in approved teacher education programs in Texas colleges and universities. The first section lists college approved programs in alphabetical order by institution. In the second section a list of programs for areas of specialization are listed by institution and sectionalized by grade level. The third section provides a listing of institutions with approved competency based education programs. The names of deans and directors of teacher education in Texas are included as well as the names of certification officers in each institution. (JD)

ED 176 704 HE 011 877

Seagren, Alan T. Doyle, Ken J.

Challenges Facing Higher Educational Administrators Down Under in the Eighties.

Pub Date-15 Aug 79

Note-23p.; Paper presented at the Annual NCPEA Conference (33rd, University of Alberta, Edmonton, Canada, August 15, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization, Administrator Responsibility, *College Administration, Educational Finance, *Educational Needs, Foreign Countries, Government School Relationship, *Higher Education, *Institutional Evaluation, Models, Program Development, *Retrenchment State Federal Aid, Student Recruitment, *Trend Analysis

Identifiers-*Australia

The changing perspectives of higher educational administration in Australia are traced from the growth of the 1960s and early 1970s to the period of contraction, since 1975. Three major challenges facing administrators in the period ahead are identified: problems of continuing institutional viability with the threat of government intervention; coping with increasing costs in the face of declining financial support; and demonstrating a capacity to innovate in order to respond to the changing needs of the environment and to make more effective use of available resources. The scope for innovation by higher educational administrators in Australia to increase institutional effectiveness, and to resume a dynamic state of growth, is discussed in terms of a framework developed by the economist Joseph Schumpeter and extrapolated to higher education in a period of no-growth by Leslie and Miller. In terms of the framework presented by Leslie and Miller, it is argued that under the increasingly centralized control of higher education in Australia, there is limited scope for the development of new accredited academic programs, or for improving instructional flexibility; but institutions are taking initiatives to obtain new sources of students and new sources of income. Major incentives are being taken by state and federal coordinating authorities to effect reorganization between and among institutions and some organizational initiatives are being taken by administrators within institutions. (Author/PHR)

ED 176 745 IR 007 690

Winters, Robert, Comp.

School/Public Library Cooperation.

Pub Date-78

Note-8p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Library Cooperation, *Public Libraries, *School Libraries

Bibliographic citations and annotations are provided for 54 publications related to public library-school library cooperation; the period covered is May 1972 to January 1978. (JD)

ED 176 832 JC 790 563

Fersh, Seymour, Ed.

International Developments in Post-Secondary, Short-Cycle Education: Report of a Wingspread Conference convened by the American Association of Community and Junior Colleges in cooperation with the Johnson Foundation at Wingspread (Racine, Wisconsin, October 25-27, 1978)

American Association of Community and Junior Colleges, Washington, D.C.; Johnson Foundation, Inc., Racine, Wis.

Pub Date-May 79

Note-145p.

Available from-American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 or The Johnson Foundation, Racine, Wisconsin 53401 ($5.00)

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education, Adult Education, Community Colleges, Continuous Learning, *Educational Change, Educational Development, Educational History, Educational Problems, English for Special Purposes, *Foreign Countries, Foundations of Education, *International Education, International Educational Exchange, *Junior Colleges, *Post Secondary Education, Technical Institutes, Vocational Education

Identifiers-United Nations Economic and Social Council

At the International Developments in Post-Secondary, Short-Cycle Education Conference,'' attention centered on the common interests of community colleges in the United States and institutions with like roles in other countries. Among the mutual interests and topics discussed were: community involvement in planning and conducting programs; changing needs for trained workers; lifelong learning; basic literacy education; problems of reaching disadvantaged adults with educational programs; use of professionals as part-time teachers; sending students to work and learn with practitioners at work sites; and opportunities for international cooperation and technical assistance among institutions providing short-cycle programs. Representatives from the following countries discussed advancements, trends, and problems on a national level: Netherlands, Great Britain, Iran, Taiwan, Jordan, Norway, Australia, India, Venezuela, Yugoslavia, Barbados, Costa Rica, and Ireland. Much discussion centered on programs for adults and variations in problems and approaches from country to country. Among examples presented were: the Open University in Great Britain; study circles in Norway; correspondence courses in India; language variations in Iran; teacher shortages in Venezuela; and experiments with new modes of teaching in several countries. The report concludes with a review of recent United Nations Economic and Social Council (UNESCO) activities in the field of non-formal, post-secondary education. (Author/AYC)

ED 176 946 SE 027 845

Follettie, Joseph F.

Table-Using Proficiencies of Upper Elementary Schoolers.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SWRL-TR-62
Pub Date-20 Oct 78
Contract-NE-0-00-3-0064
Note-93p.; Contains occasional light and broken type particularly in Tables
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage
Descriptors-*Curriculum, Elementary Education, *Elementary School Mathematics, Information Processing, Information Retrieval, Instruction, *Mathematics Education, *Problem Solving, *Research, *Tables (Data)

Sixteen investigations using 32 third graders, 286 fourth graders, 183 fifth graders, and 343 sixth graders, were undertaken to determine table-using proficiencies. The data indicate that: (1) upper elementary students are able to retrieve information accurately and quickly from noncomplex numerical tables over a wide range of levels of tabular extensiveness; (2) performance falls off with increasing complication of the tabular display and conditions of performance; (3) a small investment in formal table-using instruction results in reasonably accurate performance even when tables and associated performance conditions are complex; and (4) uncritiqued table-using practice suffices to elevate the speed with which data are retrieved from tables. (MP)

ED 177 076 SO 012 018

Birthplace and Language Characteristics of Persons of Chinese, Japanese, Korean, Pilipino and Vietnamese Origin in the United States, Spring 1976. Bulletin 79-B-12

National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Spons Agency-Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Pub Date-21 May 79
Note-12p.
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Asian Americans, Chinese Americans, Data Analysis, Ethnic Groups, *Ethnic Origins, Filipino Americans, Indochinese, Japanese Americans, Korean Americans, Languages, *Language Usage, *Surveys

The bulletin reports on a survey studying birthplace and language characteristics of persons of selected Asian origins living in the United States in spring 1976. Using data from the Survey of Income and Education (SIE) conducted by the Bureau of the Census and the National Center, the document studies Chinese, Japanese, Korean, Pilipino, and Vietnamese Americans. The objective is to relate nativity to current language exposure and usage. Data was collected from 160,000 households in independent samples from all 50 states and Washington, D.C. Findings show a wide variation between ethnic groups on all counts, and that birthplace is related to current language exposure and usage. Findings show that: 1) 57% of those studied were born in Asia, ranging from 33% of the Japanese to almost all of the Vietnamese; 2) 66% of the subjects live in Asian-speaking households and 40% speak their mother tongue; 3) 60% of the United States-born Asians live in households speaking Asian languages, as compared to more than 80% of the foreign-born; and 4) 95% of the Asians who speak their mother tongue as a primary language were born abroad. However, fewer than half of the foreign-born use the Asian language primarily. The bulletin notes the data source, SIE related reports, percentage of error, and term definitions. Six tables conclude the report showing statistics for each ethnic group and its language characteristics including persons with English-language backgrounds, with Asian-language backgrounds, in English-only households, in Asian-language households, with English usual individual language, and with Asian usual individual language. (CK)

ED 177 097 SP 013 892

Hovey, Larry

The Evolution of a Field-Based Elementary Methods Program: Past Problems, Present Status and Future Directions.

Pub Date-19 Mar 76

Note-18p.; Paper presented at the National Science Teacher's Association National Convention (Philadelphia, Pennsylvania, March 19, 1976)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College School Cooperation, Cooperating Teachers, Educational Finance, Elementary Education, *Experiential Learning, *Field Experience Programs, Governance, *Methods Courses, *Program Planning, Role Perception, Teacher Education

The development of a field-based teacher education program is described. Following a brief outline of the current status of the program and obligations to be met by the prospective teachers involved, the problems faced by the program implementors are discussed. The major problems were originally organizational and administrative. In the course of program development problems involving individuals' differing role perceptions, governance, financing, and balancing theory and practice were encountered. How these were met and overcome is discussed. The positive aspects of the program are evaluated and future developments are considered. (JD)

Finere, Neal

Unidad: Las influencias culturales en el arte mexicana (Unit: Cultural Influences in Mexican Art). Dos semanas.

Pub Date-78
Note-11p.
Language-English; Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art Expression, Bilingual Education, *Cultural Education, *Cultural Factors, Culture, Elementary Secondary Education, Higher Education, *Language Instruction, Learning Activities, *Learning Modules, *Mexicans, Programed Units, Second Language Learning, *Spanish, Teaching Methods, Unit Plan
Identifiers-*Mexico

This two-week unit, appropriate for bilingual education settings as well as foreign language programs, deals with the three primary cultural influences found in Mexican contemporary art. The multisensory materials, pragmatic focus, and direct creative student involvement are designed to make it a microcosmic, real-life experience. The first part of the unit, in Spanish, deals with artistic expressions that reflect a mixture of various cultural influences. These include international influences in the modern period, Hispanic, French and Arab influences in the colonial period, and indigenous influences in the Precolumbian Period. The second part, in English, covers artistic expression in home furnishings and decorations. These reflect wide variation in materials, pluralistic cultural influences, and multiple levels of sophistication. Each section provides the following: (1) lesson objectives; (2) suggested and recommended activities; and (3) creative project suggestions including the rationale for them, requirements, procedures for the operational classroom experience, and a list of areas from which to choose the project item. The unit includes step-by-step instructions for the teacher, illustrations, and a list of reference materials. (Author/AMH)

ED 176 632 HE 011 677

Kleppick, Anabelle L. And Others

Evaluation of a Baccalaureate External Degree Program in Health Services Administration with a Major in Long Term Care Administration.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.
Report No.-HRP-0901706
Pub Date- 78
Contract-N01-MB-44185
Note-228p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Administrator Education, Bachelors Degrees, Continuous Learning, Curriculum Evaluation, *External Degree Programs, Females, *Health Occupations Education, *Health Services, Higher Education, Medical Education, Minority Groups, Needs Assessment, Persistence, Program Development, *Program Evaluation, Student Characteristics
Identifiers-Lifelong Learning, Nontraditional Education

The development and evaluation of a nontraditional program with a major in Long Term Care Administration is presented. Part 1 presents an evaluation of the impact of the program on students, faculty, the curricula for long term care administration, and in the field of practice. Student characteristics are established and the performance of the nontraditional group is compared with traditional students. Faculty reaction to participation in a nontraditional program and assessment of students' abilities are reported. The curriculum design and study material development are explained, and evaluation of long term benefits of the program to the field is discussed. The second part focuses on an evaluation of the program and curriculum goals. Findings from surveys are synthesized to determine the appropriateness of each goal, their priority rating, and an indication of their achievement or potential women and minorities and (2) the potential of the program in accommodating lifelong learning and/or continuing education. Data are presented on the experience of the program with women and minorities' applications and enrollment, problems in the program, retention rates, and reasons for withdrawal. An assessment of potential for fulfilling lifelong learning and/or continuing education needs is made. Findings are reported and summarized in the final chapter. Appended are extensive tables, survey forms, and a brief bibliography. (Author/PHR)

ED 176 649 HE 011 744

Weidman, John C.

Impacts of Campus Experiences and Parental Socialization on Undergraduates' Career Choices. Final Report, BSSR Project: 549.

Bureau of Social Science Research, Inc., Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-BSSR-0543-6
Pub Date-Jul 79
Grant-NIE-G-76-0081
Note-83p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Choice, College Choice, College Faculty, College Majors, College Students, Decision Making, Departments, Grades (Scholastic), Higher Education, Interpersonal Relationship, Multiple Regression Analysis, National Surveys, *Occupational Aspiration, Parent Influence, *Parent Student Relationship, *Socialization, *Student College Relationship, *Student Experience, Undergraduate Students

The impact of selected aspects of the collegiate experience on changes in undergraduates' occupational preferences and personal goals is examined in this study. Two aspects of the college environment are assessed: the social structure and the students' perception of the institution's ability to facilitate the attainment of personal goals. The joint effects of family background, family socialization, and experiences at college on career choices are closely examined. Data were compiled from several national surveys of students and faculty in American colleges and universities. Undergraduates from 72 different institutions and majoring in either English, mathematics, history, or political science were surveyed. The academic department is viewed as an important influence on both faculty and students. Multiple regression analyses are provided for each major field by sex with prestige of upper division career choice as the dependent variable. Results indicate that the single most important predictor of career prestige aspirations was the prestige of the occupation to which upper division undergraduates aspired at entrance to college as freshmen. Faculty seemed to be more influential with respect to students' values than career aspirations. The results indicate the importance of examining conceptually defined organizational units when studying college impacts on career aspirations. (Author/SF)

ED 176 723 IR 007 547

Abramov, K. I.

System of Training Library Workers and Improvement of Their Professional Skill in the U.S.S.R. Reaction paper by Charles D. Churchwell.

Pub Date-May 79

Note-57p.; Papers presented at the Soviet-American Library Seminar (1st, Washington, D.C., May 4-6, 1979); For related documents, see IR 007 541-547; Best copy available

Language-English; Russian

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Translations (170)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Centralization, Comparative Analysis, Educational Development, Educational Programs, Foreign Countries, Government Role, *Librarians, *Library Education, Library Skills, Library Standards, *National Libraries, Professional Education

Identifiers-United States, *USSR

The organization and development of the library education system in the USSR is described by K. I. Abramov of the Moscow State Institute of Culture and is summarized in a comment paper by Charles D. Churchwell, Washington University. Abramov begins by stating the philosophical basis for the existence of libraries and librarians in the USSR, and describes the indispensable roles they are expected to play in the development of a socialist society. A description of the library education system notes persons who have played prominent roles in the development of the theory and practice of librarianship in Russia, but focuses on the specific parts of the library education network. Programs and courses, and their organization, are detailed. Changes taking place in library education in Russia are reviewed and a statement of plans for continued growth and improvement of both libraries and library education is provided. Churchwell makes some comparisons between library education in the United States and the USSR. He also amplifies Abramov's presentation, raises questions regarding the system of library education, and notes possible improvements for the future. (CWM)

ED 176 746　　　　　　　　　　　　　　　　　　　　IR 007 693

South Carolina Speaks Up for Libraries. Report of the Governor's Conference on Library and Information Services.

South Carolina State Library, Columbia.
Pub Date-Mar 79
Note-33p.; Governor's Conference on Library and Information Services (Columbia, South Carolina, March 15-17, 1979)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Financial Support, *Libraries, Library Cooperation, Library Education, Library Materials, *Library Planning, Library Role, *Library Services, Public Relations
Identifiers-*South Carolina, *White House Conference Library Information Service

The 49 resolutions proposing local, state, and national action that form the basis of this report are grouped in six library and information issue-areas: funding, cooperation, access, resources and service, public relations, and education. Other sections of the report describe both pre- and conference activity. Included are South Carolina Governor Richard W. Riley's address to the conference delegates, the keynote speech of New York State Senator Major R. Owens, short biographical sketches of the delegates chosen to represent South Carolina at the White House Conference for Library and Information Services, and a list of delegate attendees. (JD)

ED 176 792 IR 007 757

Gittins, Gwen Dusenbury, Carolyn

Library Survival. Workbook in Library Skills: A Self-Directed Course in the Use of the Marriott Library. General Studies 101.

Utah Univ., Salt Lake City. Marriott Library.

Pub Date-78

Note-101p.; Adapted with permission from Workbook in Library Skills by Miriam Dudley, Copyright 1974 by the University Library, University of California, Los Angeles

Available from-Marriott Library, University of Utah, Salt Lake City, Utah 84112 ($3.00)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Library Instruction, Library Materials, Library Services, *Library Skills, Reference Materials, *Undergraduate Students, *University Libraries

Identifiers-*Utah

Designed to acquaint undergraduate students at the University of Utah with basic library resources and materials, the program of instruction presented can be used as a self-paced tool either in course related instruction or as an independent offering. A section containing floor plans of the University's Marriott Library illustrates the location of materials and service areas. Chapters for study cover the card catalog, the stacks, periodicals, newspaper indexes, book review indexes, dictionaries, biographies, encyclopedias, almanacs, atlases, documents, and non-print reference services. Multiple sets of questions for each chapter are available so that no student in a given library skills course has the same assignments. Brief guidelines for research are included, as well as a workbook evaluation sheet and pages for correction notes. (FM)

Petersen, Anne C.

The Psychological Significance of Pubertal Changes to Adolescent Girls.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Mar 79
Note-26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescence, Age Differences, *Body Image, Elementary School Students, *Females, Grade 6, *Self Concept, Self Esteem, Sex Differences

This paper discusses the relation between feelings about body development and other aspects of self-image such as social relations, external mastery and impulse control. The Offer Self-Image Questionnaire was administered to about 400 sixth grade students in two middle class suburban school districts. Results indicate that, compared to boys of the same age, sixth grade girls were less satisfied with the changes in their bodies, were less proud of their bodies, were more likely to feel ugly and unattractive, were more likely to think that others see them as poorly developed, and felt less strong and healthy. Overall, however, both boys and girls at this age felt that positive statements about their bodies described them well or fairly well and that negative statements did not. When sixth grade girls were compared with older girls of comparable background, a trend toward more positive body image with age was found. Body image was related to affective and social questionnaire items. There seemed to be a linear relationship between satisfaction with body change and feeling that a boyfriend was important. Satisfaction with body changes was related to no other variables. For girls, but not for boys, a feeling of tension was unrelated to body image. Body image in boys appeared to be more frequently and more strongly related to other aspects of self-image than among sixth grade girls. These preliminary results suggest that sixth grade girls have a generally less positive body image than same-aged boys and older girls. (Author/RH)

ED 176 926 RC 011 636

Odell, Sandra J. Ferraro, Douglas P.
Piagetian Conservation in Navajo Children.
Pub Date-Apr 79
Note-6p.; Paper presented at the Rocky Mountain Psychological Association Meetings (Las Vegas, Nevada, April 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Abstraction Levels, *American Indians, Child Development, Children, *Cognitive Development, Concept Formation, *Conservation (Concept), Cultural Differences, *Developmental Psychology, Developmental Stages, Elementary Secondary Education, Human Development, Perceptual Development, Reservations (Indian)
Identifiers-*Navajo (Nation), *Piagetian Theory

In order to determine the cognitive development of Navajo children in terms of Piagetian conservation of number, mass, and continuous quantity, 168 Navajo children at seven different age levels from 5 to adult were presented with a series of three conservation tasks. The tasks consisted of a standard object and an equivalent object that could be made to vary quantitatively and perceptually. The resulting incidence of conservation was low. Conservation was both age and task related. Subjects under 9 years of age did not conserve, but conservation increased towards adulthood, with adults measuring 78% conservers. More conservation occurred on the number task than on either of the others. The data support the Piagetian thesis that children develop cognitively according to a predetermined order of stages, but the low incidence of conservation among Navajo children suggests a ``time-lag'' in cognitive development for the group as compared to the dominant Western culture. This leads to the idea that Piagetian theory may be ethnocentric. (Author/SB)

Stanley, Julian C. And Others

Seventh Annual Report to the Spencer Foundation Concerning Its Support of the Study of Mathematically Precocious Youth (SMPY) at the Johns Hopkins University During the Period 1 September 1977 through 31 August 1978.

Pub Date-78
Note-31p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Annual Reports, Gifted, Information Dissemination, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Research, Secondary Education, *Secondary School Mathematics, Talented Students, *Talent Identification
Identifiers-*Study of Mathematically Precocious Youth

This report outlines the activities of the Study of Mathematically Precocious Youth (SMPY) in four areas: (1) Discovery (finding the talented); (2) Description (further study of the ablest of them); (3) Development (helping the talent-search participants educationally); and (4) Dissemination (helping others use SMPY's principles, practices, and programs). (Author/MK)

ED 177 023 SO 009 772

Hahn, Carole L. And Others

Three Studies on Perception and Utilization of "New Social Studies" Materials.

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-77

Note-121p.; Figure 1 on page 14 and Table 1 on page 19 may not reproduce clearly in paper copy from EDRS due to small print type of original document

Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($4.00, SSEC Publication No. 200)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adoption (Ideas), Changing Attitudes, Curriculum Research, *Diffusion, Educational Innovation, Educational Research, *Educational Trends, Elementary Secondary Education, Information Dissemination, Information Utilization, Literature Reviews, *Social Studies, *Use Studies

Identifiers-*New Social Studies

Three studies are described which explore use of "new social studies" materials as of 1974. The term "new social studies" is given to materials and teaching approaches developed during the 1960s by projects which were largely funded by the United States Office of Education and the National Science Foundation. The three main chapters in this monograph describe studies that were originally unconnected but that all focused on the diffusion of the new social studies materials. The first study examined how potential adopters perceived the new social studies materials and how those perceptions were related to the potential adopters' attitudes toward the materials. Participants were 495 teachers, department chairpersons, and supervisors in Indiana, Ohio, Florida, and Georgia. The second study sought to determine how many teachers had heard of, examined, and were using new social studies materials. It related the respondents' levels of awareness and adoption to characteristics such as membership in professional organizations, academic majors, school size, and years of teaching experience. Respondents were 752 teachers from five midwestern states. The third study focused on educators who had adopted the materials, their characteristics, and their perceptions about the effectiveness of the materials compared to others they were using or had used. A sample of 980 responses from California, Colorado, Texas, and Connecticut formed the basis for this study. A concluding chapter draws conclusions and suggests topics for future research. (Author/AV)

ED 177 040 SO 011 974

Bibliographies: Swedes, Danes, Finns, Icelanders, and Norwegians in Minnesota.

Gustavus Adolphus Coll., St. Peter, Minn.

Pub Date-74

Note-30p.

Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cultural Awareness, Cultural Background, *Ethnic Groups, Ethnic Origins, *Ethnic Studies, Higher Education, *Immigrants, *Land Settlement, *Local History, Sociology, United States History

Identifiers-Ethnic Heritage Studies Program Act, Minnesota, *Scandanavian Americans

Produced for college students, five bibliographies list emigration and immigration sources related to the peopling of Minnesota by Scandanavian groups (Swedes, Danes, Finns, Icelanders, and Norwegians). Over 400 citations identify books, articles, conference papers, diaries, personal papers of families, and historical society papers from the late 19th Century through the 1970s. Each bibliography is arranged alphabetically by author and divided into sections according to English language titles, Scandanavian titles, and documents. Materials can be found in the libraries of The Minnesota Historical Society, Gustavus Adolphus College, St. Olaf College, Norwegian American Historical Society, and the University of Minnesota. (KC)

ED 177 058 SO 011 995

Money, Banking, and the Federal Reserve System. Instructor's Guide.
Federal Reserve Bank of Minneapolis, Minn.
Pub Date-78
Note-127p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Banking, Concept Formation, *Economic Education, Economic Factors, Economics, *Federal Regulation, Junior High School Students, *Money Systems, Policy Formation, Secondary Education
Identifiers-Federal Reserve System

The document is designed to aid junior and senior high school teachers develop and implement economic education programs. Particular emphasis is placed on the role of money, banking, and the Federal Reserve System in the American economic system. The document is presented in six sections. Section I focuses on functions and forms of money. Section II explains services and functions of commercial banks, including security for deposits, loans for individuals and businesses, and transfer of money payments. Section III discusses purposes, functions, and organization of the Federal Reserve System. Section IV explains the check clearing activities of the Federal Reserve Bank. Section V investigates how commercial banks create money. The final section examines how monetary and fiscal policies work. For each section, information is presented on generalizations related to the topic, activities, objectives, teaching strategies, materials needed, time required, readings, and reference materials. Activities involve students in role playing, writing checks, answering review questions, class discussion, brainstorming, reading and analyzing selected assignments, filling in worksheets, and viewing filmstrips. (DB)

ED 177 152 SP 014 913

Fritts, Chantrey A.
The Professional Self Concept of Teachers.
Pub Date-79
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Concept Formation, *Definitions, Graduate Students, Group Membership, *Group Unity, *Professional Recognition, *Self Concept, Surveys, *Teacher Attitudes, Teacher Education, *Teacher Role, Undergraduate Study

The perceived self-concept of 144 preservice and inservice teachers was studied in order to ascertain the level of professional group identity present in educational personnel. Eight characteristics of a profession'' were isolated, and a survey was administered to determine the item ranking order established by experience and by inexperienced teachers. Teacher attitudes towards the level of professionalism attached to the field of education were correlated with the variables of (1) level of university study, (2) amount of teaching experience, (3) size of home school district or institution, and (4) gender. Analysis of the data reveals that teachers do perceive themselves as a professional group, although with varying agreement on the priorities of professioanl group characteristics. (LH)

ED 176 667   HE 011 792

Churgin, Jonah R.

The New Woman and the Old Academe: Sexism and Higher Education.

Pub Date-78

Note-260p.

Available from-Libra Publishers, Inc., 391 Willets Road, Roslyn Heights, NY 11577 ($7.95)

Pub Type- Books (010) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Access to Education, Admission (School), Affirmative Action, Ancillary Services, Coeducation, Curriculum Development, External Degree Programs, *Females, Feminism, Graduate Study, *Higher Education, Historical Reviews, Professional Education, *Sex Discrimination, Sex Fairness, Single Sex Colleges, *Social History, Socialization, *Womens Education, Womens Studies, Working Women

Identifiers-Smith College MA, Vassar College NY

Discrimination against women in U.S. society and the academic world is detailed in the eight chapters of this book. Inconsistencies in American society, and arbitrary societal standards that have perpetuated discriminatory behavior toward women are examined. Part I focuses on the socialization process that women undergo as Americans and as women students. It is suggested that historically women who have come from the lower class have not had the funds or parental encouragement to pursue a college degree. Women from middle class backgrounds have been confronted with a homemaker role model they were expected to emulate. The major portion of the volume, Part II, deals with sexism on campuses and the role of women in academe. Arguments concerning single sex colleges and the need for changes in higher education to meet the challenges of a modern world are presented. The arguments are illustrated with reports from Vassar College and Smith College. Alternative course offerings and women's studies programs are also investigated. Women in traditionally male-dominated professions, specifically law and medicine, are also discussed. Although altering curricula and changes in teaching technique will be important strategies for change, the need for a strong commitment to counseling and support services for women students is emphasized. Programs such as affirmative action and external degrees for women are discussed as possible mechanisms to alleviate some of the traditional problems that women students must face. (SF)

ED 176 686 HE 011 839

Pascal, Charles E. Kanowitch, Seymour

Student Withdrawals from Canadian Universities: A Study of Studies.

Ontario Inst. for Studies in Education, Toronto.

Pub Date-Mar 79
Note-39p.
Available from-Higher Education Group, The Ontario Institute for Studies in Education, Toronto, Ontario, Canada
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Students, *Dropout Research, Educational Research, Foreign Countries, *Higher Education, *Institutional Research, *Research Methodology, School Holding Power, School Surveys, Universities, *Withdrawal
Identifiers-*Canada

A study was undertaken to locate and analyze unpublished studies on student withdrawal from Canadian universities in order to determine how many studies had been completed, what research methods were used, and what results and conclusions were reached. Letters were sent to the presidents of 51 Canadian universities requesting copies of any recent studies of the subject; responses were received from 49, showing that 12 universities had conducted research prior to 1973-74, 11 universities were conducting or preparing to conduct research, and 20 universities have never conducted research on student withdrawal. The studies were classified into four general headings: statistical, causal, multivariate, and personality studies. Among findings was that student withdrawal is on the increase. Studies examined when students withdraw; student withdrawal by program; why students withdraw; and variables such as sex, grade point average, and socioeconomic background. Problems with each of the four study methodologies are noted and recommendations, such as the need for a uniform research approach, are made. (PHR)

ED 176 771 IR 007 726

Annual Report of the Librarian of Congress for the Fiscal Year Ending September 30, 1978.

Library of Congress, Washington, D.C.
Pub Date-79
Note-204p.; For related documents, see ED 157 550 and IR 007 727
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-287-162)
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Administration, Copyrights, Employees, Financial Support, Law Libraries, Legislation, Library Collections, *Library Services, Library Technical Processes, *National Programs
Identifiers-*Library of Congress

The activities of the Library of Congress (LC) during the past fiscal year are presented in seven major sections: (1) administration, which includes a description of the reorganization of the Library's administrative structure; (2) national programs administered by the eight organizational units of the Office of the Associate Librarian for National Programs. (the Information, Exhibits, and Publishing Offices; the Children's Literature Center; American Folklife Center; the National Library Service for the Blind and Physically Handicapped; the Network Development Office; and the Federal Library Committee); (3) services to Congress; (4) processing services, including overseas operations; (5) research services; (6) law library activities; and (7) services of the Copyright Office. Officers and consultants of the Library are named, and an organizational chart is provided. The LC Trust Fund Board report, consisting of tables summarizing financial statistics, collections, services, and legislation, is appended, as well as listings of exhibits, concerts, lectures, other programs, and LC publications. (JD)

ED 176 814 JC 790 425

Cupp, Christian M., Ed.
Library Handbook.
Southeastern Community Coll., Whiteville, N.C.
Pub Date-Apr 79
Note-22p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Catalogs, Educational Resources, Indexes (Locaters), *Junior College Libraries, Junior Colleges, Library Facilities, *Library Guides, *Library Instruction, *Library Skills

The purpose of this handbook is to help students, staff, and community patrons attain a reasonable degree of skill in using the Southeastern Community College Library effectively. The first section instructs the user on how to find information. A discussion of the card catalog and its use provides examples of catalog cards, reviews the significance of each piece of information on the cards, and summarizes the rules of filing used in the card catalog. Instructions for locating books, audio-visual works, microform materials, and periodical articles are also provided in this first section, as are explanations of the use of magazine, newspaper, and other indexes. The second section reviews available library resources. It begins by outlining the Library of Congress Classification scheme used to organize the monograph collection, and then considers the periodical, audio-visual, college catalog, and pamphlet collections. The third section deals with the following library services: reference and information services, loan services, and policies regarding renewals, requests for materials that cannot be found or that are already in circulation, and reserve materials. The fourth section offers guidelines for writing research papers, and the final section provides the location of and other relevant information concerning photocopy and microform machines, book drops, the suggestion box, the public telephone, and exhibits. (AYC)

ED 176 971 SE 028 853

Expenditures for Scientific Activities at Universities and Colleges, Fiscal Year 1977. Detailed Statistical Tables, Appendixes B and C.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-78-311

Pub Date- 78

Note-114p.; Appendix C marginally legible due to small print; For related document, see ED 141 136

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*College Science, Educational Finance, Engineering, *Expenditures, Federal Aid, Higher Education, *Science Education, *Sciences, Social Sciences, *Statistical Data, *Statistical Surveys

Presented are data from the National Science Foundation's Survey of Scientific and Engineering Expenditures at Universities and Colleges, Fiscal Year 1977. Data summarize research and development (R&D) expenditures for 539 institutions, accounting for more than 99% of academic R&D funds. (Author/RE)

ED 177 125 SP 014 701

Roecks, Alan L. And Others

Establishing an Evaluation Component in an Education Service Agency: First Year Experiences.

Pub Date-Feb 79

Note-16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, Texas, February 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Agents, *Education Service Centers, Financial Support, *Formative Evaluation, Inservice Teacher Education, *Program Evaluation, *Program Improvement, Resource Centers

An education service center providing inservice programs to constituent school districts acted upon a recommendation that an independent evaluation component be added to their center for the purpose of improving their programs. This report of the first-year experience with the evaluation component is divided into four sections. The first section provides background information on funding evaluation as a contract service and discusses related problems. Included in the second section is a description of difficulties encountered in realizing and establishing the component. The third section gives some of the problems faced with recruiting qualified staff and how these problems were solved. The last section details some of the products of the component for its first year. (JD)

ED 176 909 RC 011 552

Lathrop, David M. And Others

Wondering Outdoors. Adventures and Experiences in Earth's Oldest Classroom.

Freeport School District 145, Ill.
Pub Date-Mar 74
Note-30p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Art, Community Resources, Curriculum Development, *Curriculum Enrichment, Educational Objectives, *Elementary Secondary Education, Experiential Learning, Integrated Curriculum, Language Arts, *Learning Activities, Mathematics, *Outdoor Education, Program Evaluation, Social Studies, Units of Study

An aid for planning outdoor education for elementary and high school students in the Freeport Public Schools, Freeport, Illinois, this guide is designed to help teachers expand the existing curriculum by integrating outdoor activities in all areas of study. Activities for grades K-6 are organized by location (school ground, neighborhood, community, and educational and recreational facilities beyond the community); activities for grades 7-12 are organized by subject area (art, social studies, language arts, health and physical education, home economics, mathematics, science, and drama and music). The suggested activities are diverse; traditional as well as non-traditional activities are listed. At the kindergarten level suggestions include a walk on the school grounds to gather leaves, a neighborhood walk to practice pedestrian safety rules, and a visit to a construction site. At the seventh grade level suggestions include art projects using natural materials, study of local history and Indian relics, writing skits for campfire entertainment, and constructing a regional map. A separate section lists study units such as geology, weather, and local history and the outdoor activities appropriate to the unit. The guide includes an enumeration of the goals of the outdoor education program and the methods used in program evaluation. (JH)

ED 176 947 SE 027 846

Steel, Lauri And Others

Origins of Sex Differences in High School Mathematics Achievement and Participation.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 78

Grant-NIE-G-78-0001

Note-28p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement, Career Choice, *Curriculum, *Educational Research, Instruction, Interests, *Mathematics Education, Secondary Education, *Secondary School Mathematics, *Sex Differences

The goal of this study was to identify the origins of observed sex differences in high school mathematics achievement. At the beginning of high school, boys and girls did not differ significantly in their levels of mathematics achievement, but by twelfth grade the boys had gained over twice as much as the girls. The findings from this study reveal that virtually all the sex differences in mathematics achievement can be explained by sex differences in participation in high school mathematics. The number of mathematics courses taken during high school was predicted most strongly by mathematics achievement and educational expectations in ninth grade, both measures on which only minimal sex differences were found. Among students of equal ability and educational aspirations, sex differences in mathematics participation appeared to be due to differences in interests in mathematics and in mathematics-related careers. (MP)

ED 176 998 SE 029 046

Conklin, James W. Barnett, Mark

A Basic Software Package for the Computek Terminal on MTS.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.
Spons Agency-Air Force Office of Scientific Research, Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Aug 71
Grant-AFOSR-68-1601; Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Computer Graphics, *Computer Programs, *Computers, *Manuals, *Programers, Programing
Identifiers-*Graphic Display, *Software

This material is intended as a programmer's reference for the software package contained in the MTS file K033:CKLIB for use with a Computek terminal. It is assumed that the reader is familiar with FORTRAN programing in MTS and is acquainted with the Computek terminal. (MK)

ED 177 098 SP 013 927

Flowers, John D.

Measuring Beginning Teacher Satisfaction With Pre-Professional Training.

Pub Date-78
Note-12p.; Paper presented at meeting of Southeastern Regional Association of Teacher Educators (Biloxi, Mississippi, October 26-28, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Teachers, *Educational Assessment, Educational Research, *Evaluation Methods, *Followup Studies, *Participant Satisfaction, Program Evaluation, Questionnaires, Student Attitudes, *Teacher Education

A questionnaire designed to ascertain measures of teachers' satisfaction with their preprofessional training is described. The Teacher Education Program Evaluation (TEPE), developed for this purpose, is in the process of being refined. The validity of this instrument is discussed, and its reliability is evaluated. The results of a comparison study using this instrument are examined. A sample of original TEPE questions is included with this report. (JD)

ED 177 153 SP 014 314

Creswell, John L. Hudson, Charles

A Study of the Effects of Individualized Programmed Mathematics Experiments on Achievement and Attitudes of Seventh Grade Students.

Pub Date-79
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors *Academic Achievement, Educational Research, *Grade 7, *Individualized Instruction, Junior High Schools, *Mathematics, *Student Attitudes, Teaching Methods

An analysis of the cognitive and affective outcomes of individualized programmed experiments (IPE) on seventh-grade pupils was performed. Based on the theory that student attitudes towards mathematics are largely shaped during the period of time spanned between fourth through eighth grade, researchers investigated the effectiveness of nonlecture teaching methods on the attitude and subsequent mathematics achievement of 29 male and 25 female junior high school students. Results were compared to the findings of previous work in the field. A tentative conclusion of the research states that IPE had no harmful effects on the treatment group. (LH)

ED 176 615 HE 011 582

von Zur-Muehlen, Max
Profile of Ph.Ds in Canada.
Pub Date-Dec 75
Note-26p.; Second draft; for related document see HE 011 581
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Doctoral Degrees, *Employment Patterns, Females, Foreign Countries, Geographic Distribution, *Graduate Surveys, Higher Education, Immigrants, *Income, Males, Sex Discrimination
Identifiers-*Canada

A profile of the socio-economic characteristics of the permanent residents of Canada holding an earned doctorate is presented. In 1973, there were 27,410 Canadian residents who had obtained an earned doctorate. (Holders of such professional doctoral degrees as Doctor of Medicine are excluded from this study.) Only [illegible] percent of the Ph.Ds were women. More than 89 percent of the Ph.Ds were between the ages of 30 and 53, and over 55 percent received their doctorate degrees between 1965 and 1973. Only 42.4 percent of the Ph.D population obtained their degrees at a Canadian university. About 32 percent of the Ph.Ds had been conferred in the United States, and 22.9 percent were conferred in European countries, particularly Great Britain. Slightly over 50 percent of the Canadian Ph.D population immigrated to Canada. Of the immigrants, 25 percent came from the United States, 25 percent from Great Britain, and 25 percent from other European countries. Over 60 percent of the Ph.Ds are working in the education sector, and over 65 percent of these Ph.Ds are under 45 years old, severely restricting the replacement opportunities in this sector. Male Ph.Ds hold 95 percent of the positions in most occupations and earn significantly higher salaries than female Ph.Ds. Fourteen tables present extensive data on the labor force status, age structure, geographic origin, immigration, income, employment, and legal residence of Canadian residents holding doctorate degrees. (SC)

ED 176 705 HE 011 878

Seagren, Alan T. And Others

A Review of the Structure and Control of Tertiary Education Down Under.

Pub Date-15 Aug 79

Note-16p.; Paper presented at the Annual NCPEA Conference (33rd, University of Alberta, Edmonton, Canada, August 15, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Centralization, *College Administration, *Federal Regulation, Financial Policy, Foreign Countries, *Government School Relationship, Higher Education, Institutional Autonomy, *Postsecondary Education, *Power Structure, Status

Identifiers-*Australia

The argument is advanced that tertiary education in Australia, which comprises three sectors universities, colleges of advanced education, and colleges of technical and further education is hierarchically structured. Although the colleges were proposed to be of comparable status to universities, the new colleges of advanced education, which have strong vocational emphasis, have generally lesser standing academically, socially, and in terms of physical facilities. While the college sector experienced dramatic growth in the expansionary period of the 1960s and early 1970s, greater attention will need to be given to the structural relations of the tertiary education sectors in the current period of contraction, to avoid duplication and problems of social discrimination. Although under the Australian constitution control of education rests with the state government, the commonwealth has been able to control the extent and nature of higher education, particularly since 1974, when it assumed full financial responsibility for funding universities and colleges of advanced education. The extent of commonwealth power over the institutions is examined and some broader impacts of centralized control are noted. (Author/PHR)

Rouse, William B. Rouse, Sandra H.

A Mathematical Model of the Illinois Interlibrary Loan Network. Final Report No. 11.

Illinois Univ., Urbana. Coordinated Science Lab.
Spons Agency-Illinois State Library, Springfield.
Pub Date-Jul 79
Note-21p.; For related documents, see ED 134 201, ED 160 054, ED 163 931, and IR 007 728;
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Facility Case Studies, *Interlibrary Loans, *Library Networks, Library Reference Services, Library Research, *Mathematical Models, Methods, On Line Systems, Policy, *Resource Allocations
Identifiers-*Illinois

A research project sponsored by the Illinois State Library had two goals: to develop a set of mathematical models suitable for predicting the impact of alternative library network policies on network preformance, and to demonstrate through series of case studies that the methodology developed could feasibly be applied to real library networking problems. Initial research entailed formulating an understanding of the Illinois Library and Information Network and defining operating policies and network performance. Incorporated in an interactive policy analysis program, the model developed was applied to analyzing resource allocation within individual libraries. Three case studies conducted on the interlibrary loan and reference services of three library systems yielded recommendations and request routing suggestions for each. In addition to development and application of the model, three other efforts were pursued: (1) designing a model-based, integrated online management information system, (2) assessing the impact of automated circulation systems on network operations, and (3) studying reimbursement for services. It was felt that the methodology's versatility was illustrated, and that the feasibility of incorporating the model-based approach into an online management information system was demonstrated. A bibliography lists sources in which the topics discussed in the report are considered at length. (FM)

ED 176 851 PS 010 608

Goldman, Susan R.

The Development of Semantic Knowledge Systems for Realistic Goals.

Pub Date-Mar 79

Note-13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Children, *Comprehension Development, Expectation, *Knowledge Level, *Story Telling

Identifiers-*Causal Inferences, *Semantic Knowledge Systems

This study investigates age differences in children's semantic expectations regarding causal relations in stories about three realistic goal situations (being friendly, getting a dog, and doing chores). Twenty children at each of three age levels (ages 6, 9, and 12) were asked to produce stories and answer probe questions about wanting and not wanting to be friendly, to get a dog and to do chores. The probe questions focused on three types of causal relations: motives, means and obstacles. Each child was interviewed individually and sessions lasted approximately 45 minutes. A taxonomy of plausible categories of information about goal situations was developed to score the protocols. The general conclusion was: developmental changes in semantic knowledge systems for realistic goals are associated primarily with the kinds of semantic information in the knowledge base, rather than with the structure of the knowledge base. That is, if particular information was in the knowledge base, the type of causal relation associated with the information was similar across ages. In addition, core categories'' were distinguished for each age group (categories which were mentioned by at least 90% of the children in a particular age group). The Core knowledge base data indicated the presence of both developmental similarities and differences, depending on the goal situation. In general, the Core knowledge base for the older children included the same information as that of the younger children plus additional information. (Author/SS)

ED 176 870 PS 010 868

Accountability: Cognitive Development and Academic Achievement of Children in the Responsive Head Start and Follow Through Programs.

Far West Lab. for Educational Research and Development, Berkeley, Calif.
Pub Date-16 Apr 73
Note-18p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Arithmetic, *Compensatory Education Programs, Early Childhood Education, *Elementary School Students, Fundamental Concepts, Intelligence Tests, *Kindergarten Children, *Program Effectiveness, Reading Achievement, *Test Results
Identifiers-*Project Follow Through, *Project Head Start, Responsive Environment Model

This brief report is a compilation of academic test score data collected on children in the Responsive Educational Programs sponsored by the Far West Laboratory. In some cases sampling was done and statistical tests run. In other situations sampling was not possible and comparisons are made with national norms. Diagrams and figures are given for children's pre- and post-program performance on measures of the following types: reading performance of grade school children, reading readiness of first grade children, arithmetic achievement of kindergarten children, Stanford Achievement test scores of third grade children, Wechsler Intelligence test scores of kindergarten children, Stanford subtest scores of second grade children, Raven's Progressive Matrices test scores of children in grades one through three, Caldwell Preschool Inventory test scores of Head Start children, and scores on the Boehm Test of Basic Concepts for Head Start children. The reader is referred to references at the end of the report for complete description of the data collection and analyses. (Author/SS)

ED 176 927 RC 011 637

Ferraro, Douglas P. Odell, Sandra J.

Relational Term Usage in Navajo Children.

Pub Date-Apr 79

Note-6p.; Paper presented at the Rocky Mountain Psychological Association Meetings (Las Vegas, Nevada, April, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Abstraction Levels, American Indian Languages, *American Indians, Bilingualism, Child Development, Children, Cognitive Development, *Concept Formation, Conservation (Concept), Cultural Differences, Developmental Psychology, Elementary Secondary Education, English (Second Language), *Language Research, *Native Speakers, Navajo, *Relationship, Reservations (Indian)

Identifiers-*Navajo (Nation), Piagetian Theory

In an experiment designed to determine their use of relational terms, 168 Navajo children aged 5 to adult attempted three relational tasks regarding the concepts of upward, downward, and equality comparison in the areas of mass, number, and continuous quantity. All subjects used the relational terms of more'', less'', and same'' correctly in all three content areas. However, the spontaneous use of the term same'' was significantly greater than that of more'' or less''. The mean number of subjects aged 11 who spontaneously used the term same'' was 22, while the age 11 means for the terms less'' and more'' were 2 and 3, respectively. The Navajo language apparently treats the concepts of more'' and less'' differently from the concept of same'', even though all are absolute concepts. Children whose first language is Navajo may continue to conceptualize in an absolute, non-relational manner even in subsequent uses of English. If the use of relational terms is a predictor of Piagetian conservation acquisition, a time-lag'' in attaining conservation is expected in speakers whose first language is Navajo. (Author/SB)

ED 176 972   SE 028 855

Characteristics of Doctoral Scientists and Engineers in the United States: 1977. Technical Notes and Detailed Statistical Tables.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-79-306
Pub Date- 79
Note-98p.; For related document, see ED 141 181; Not available in hard copy due to marginal legibility of original document
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Doctoral Degrees, Employment, *Employment Statistics, *Engineers, Mathematics, *National Surveys, Occupational Surveys, Professional Occupations, Sciences, *Scientific Manpower, *Scientists, Social Sciences, Statistics, Surveys

Data are presented on demographic and employment characteristics of United States doctoral scientists and engineers. Included are individuals who received their doctorates between 1934 and 1976. In addition to the detailed statistical results of the 1977 survey, this report contains selected data from the two previous surveys. Data are categorized to include characteristics of the population of doctoral scientists and engineers, and total employed by sectors of the economy (educational institutions, business and industry, and Federal Government). Data on employed women are also presented. (Author/RE)

ED 177 041 SO 011 975

Erickson, Frederick

Mere Ethnography: Some Problems in its Use in Educational Practice. Occasional Paper No. 15.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-400-76-0073
Note-20p.; Funding information on inside Title page has been removed by ERIC
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($2.00)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, Changing Attitudes, *Cooperation, *Educational Anthropology, *Educational Practice, *Educational Researchers, Elementary Secondary Education, *Ethnology, Participant Involvement, Research Needs, Research Problems, Teachers

The document discusses limitations of the current practice of educational ethnography and suggests that ethnographers could best help teachers through more participation and less observation. Ethnography is the process of describing reality from the point of view of the participant through direct observation of social behavior. Some weaknesses relevant to the utility of this approach include the time required for fieldwork and report writing and the questions of superficiality, validity, and adequacy of evidence. Major limitations include the tendency to emphasize the descriptive scope at the expense of the specific, the bias toward the typical, and the tendency to characterize the individual as a passive object who receives influences from a diverse field of external forces. In other words, the written description often depicts a static event by omitting an account of action and the process of reflective thought. Thus, in order for ethnographers to assist school practitioners, it is necessary for them to join with teachers and administrators in their daily work and in the transformation of that work. Ethnographers must get involved in schools as workers and citizens. In this way educational ethnography will allow itself to be transformed to an analytic tool by its use within the life of everyday practice in schools. (Author/KC)

ED 177 059 SO 011 996

Consumer Education: A Teaching-Learning Unit on the Rights and Responsibilities of all Consumers and Special Problems of Elderly Consumers, Poor Consumers, Handicapped Consumers, Non-English Speaking Consumers and Nonreaders, Minors.

Tennessee Univ., Knoxville.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Note-64p.
Available from-Project Director, Consumer Education Project, Henson 127, The University of Tennessee, Knoxville, Tennessee 37916 (single copies, free)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Civil Rights, Consumer Economics, *Consumer Education, *Consumer Protection, Economically Disadvantaged, Educational Objectives, Financial Needs, Handicapped, *Learning Activities, Money Management, Performance Specifications, Purchasing, Secondary Education, *Social Problems, *Social Studies Units, Young Adults

To help high school students understand the role of consumers in the everyday world, the teaching guide presents objectives and activities related to seven consumer topics. Topics are rights and responsibilities of all consumers, common transportation concerns of consumers with special problems, and problems which particularly affect consumers who are elderly, poor, handicapped, non-English speaking and/or illiterate, and under age. For each topic, information is presented on the background of the particular consumer group, in addition to objectives and activities. Objectives are that students should be able to list rights and responsibilities of various groups of consumers; identify local, state, and federal agencies which protect consumers; compute the best buy among consumer products; list problems caused by having very little discretionary income; list ways of helping solve problems of various consumer groups; and name laws that have been passed to help various groups of consumers. Activities involve students in reading selected assignments, surveying local shopping areas, interviewing community members who belong to a designated consumer group, discussing pros and cons of charge accounts and credit for various groups of consumers, role playing, and listing ways of helping solve specific consumer problems. The document concludes with a teacher supplement containing information on suggested discussion questions and answers, vocabulary definitions, a bibliography of background and teaching materials, a 25-item multiple choice test, and an answer key. (DB)

ED 177 077 SO 012 021

Future Educational Policies in the Changing Social and Economic Context.

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-79
Note-170p.; Report of the Meeting of the OECD Education Committee at Ministerial Level (October 19-20, 1978)
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($12.00)
Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Education, Educational Finance, Educational Needs, *Educational Policy, Educational Trends, Elementary Secondary Education, Employment Experience, Employment Qualifications, Enrollment Trends, *Futures (of Society), Higher Education, Job Training, Population Trends, *Social Change, *Socioeconomic Influences, *Trend Analysis, Vocational Education

Discussion at the OECD Education Committee meeting focused on education policies of OECD nations in the context of social and economic trends, the contribution of education to preparation for working life, and the transition from school to employment. The report is presented in two major sections. Section I outlines the educational policy debate. Statements by the Secretary-General of the OECD and by the Minister of Education and Science of the Netherlands focused on the need for educational re-assessment and innovation, educational objectives, individual and social needs with regard to education, governmental responsibilities to provide education, teacher training, the role of education in the emancipation of women, and political motivations of various social groups seeking specific types of education. Following these statements are outlines of themes discussed by the ministers and a declaration of educational policy priorities. These include taking a long-term view with regard to educational issues, increasing educational cooperation between nations, and increasing access to education. Section II contains a report prepared by the OECD Secretariat to provide background information to the meeting participants on educational policy trends. Topics discussed include demographic trends, enrollment trends, teacher supply and demand, trends in educational expenditure, and interrelationships between education and employment. (DB)

ED 176 747 IR 007 696

Pontius, Jack E., Comp.
Subject Index to Collections in the Microforms Section.
Pennsylvania State Univ., University Park. Univ. Libraries.
Pub Date-79
Note-129p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Library Collections, *Microforms, *Subject Index Terms, *University Libraries

This document is a subject index to the microform (microfilm, microfiche, superfiche, COM, micro-opaques) collections of the Pattee Library of Pennsylvania State University. Collections are listed under both general and specific subject headings and are identified by main entry, title, and microform call number. (JD)

ED 177 126 SP 014 715

Andrews, John And Others

A Normed Evaluation Form for Assessing Educational Inservice Programs.

Education Service Center Region 20, San Antonio, Tex.
Pub Date-79
Note-39p.; Paper presented at the annual meeting of the Southwest Educational Research Association (Houston, Texas, February 2, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, Educational Assessment, Evaluation Criteria, *Evaluation Methods, *Inservice Teacher Education, *Norm Referenced Tests, Program Effectiveness, *Program Evaluation, Questionnaires, *Teacher Workshops

A review of evaluation forms designed to measure the effectiveness of teacher inservice workshops reveals the absence of a standardized, norm-referenced measurement instrument. The State of Texas Education Service Center (Region 20) has developed an instrument to meet the necessary research criteria. Applicability, ease of administration, and relevance to significant data are the research concerns tabulated by the instrument, and a normative standard of the comparative analysis of inservice training programs is established. Data tables, references, sample forms, and sample workshop evaluation reports constitute a large amount of the document. (LH)

ED 176 597 FL 010 838

Erdmann, Peter

Semi-auxiliaries in English and German.

Pub Date-Oct 78
Note-36p.; Paper presented at the International Colloquium on Contrastive Linguistics and the Science of Translation (3rd); Some pages may be difficult to read due to broken type in original document
Language-German
Pub Type-Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Contrastive Linguistics, English, *Form Classes (Languages), *German, *Syntax, Translation, *Verbs
Identifiers-*Auxiliary Verbs, *Modal Auxiliary Verbs

A categorical difference between the verbal groups of English and German is discussed. The English verbal group is analyzed as consisting of a lexical constituent and modifiers. The latter divide into four groups of (full) auxiliaries (passive, aspect, time relation, and epistemic modals) and into the two main classes of verbal and non-verbal semi-auxiliaries. The former comprises verbs like ``begin,'' ``happen,'' and ``seem''; and the latter comprises expressions like ``certain to'' and ``said to.'' German lacks a consistent opposition between auxiliaries and semi-auxiliaries among the verbal modifiers. Ways of rendering English semi-auxiliaries into German are illustrated, with concentration on the modal non-verbal subgroup. It provides means for dealing with some of the syntactic peculiarities of elements such as ``likely'' or ``sicher.'' In a final section, some of the treatments of semi-auxiliaries in the recent literature are discussed. (Author)

ED 176 633 HE 011 680

Topping, Jim Myers, Ed

Information Exchange Procedures for Major Research Universities: Alternative Conceptual Approaches.

National Center for Higher Education Management Systems, Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group. Technical Applications Div.
Pub Date-Mar 79
Contract-400-77-0004
Note-209p.; For related documents see HE 011 681 and HE 011 679
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Comparative Analysis, Data Analysis, Definitions, Educational Finance, *Evaluation Methods, Higher Education, Information Dissemination, Information Needs, *Information Utilization, Institutional Research, Organizational Development, Program Administration, *Research and Development Centers, *Universities
Identifiers-*Information Exchange Procedures

The applicability and validity of NCHEMS' Information Exchange Procedures (IEP) to major research universities are examined. IEP enables peer institutions to compare information about their resources. The major research universities formed a task group to determine the use of IEP's focus points: costing methods and possible alternative approaches to information exchange. The alternative methods to information exchange are examined in this document, which is one of the three documents that constitute the final report of the NCHEMS Major Research Universities Task Force. Areas examined are: the nature of major research universities; the role of management in these institutions; information and its interpretation; and information exchange and comparability. The data formats and definitions are organized into seven major categories: program statement; student information; personnel information; finance information; instruction measures; research measures; and academic support information. Formats and definitions are offered based on the information needs of an academic department or other academic units. Together these formats and definitions constitute the conceptual structure of the information to be exchanged. The Major Research University-Information Exchange Procedures (MRU-IEP) concluded that by facilitating exchange among major research universities, this procedure manual will contribute to their more effective program. Possible improvements will be in such areas as: improved information formats, secured accountability protection, and improved diagnostic tools for internal evaluation. Included are example charts, instructions on how to use the given format, and complete definitions in the various areas discussed. (LC)

ED 176 650 HE 011 745

Summary Report 1978: Doctorate Recipients from United States Universities.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHEW), Bethesda, Md. Clinical Center.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Contract-NSF-C310

Note-44p.; Contains some small print

Available from-National Academy of Sciences, National Research Council, Commission on Human Resources, Washington, DC 20418

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Doctoral Degrees, *Employment Patterns, Females, *Graduate Study, *Graduate Surveys, *Higher Education, Males, Minority Groups, Questionnaires, Trend Analysis

A summary of data gathered from the National Research Council's Survey of Earned Doctorates during the academic year 1977-78 is presented. The data are gathered from questionnaire forms filled out by graduates as they complete requirements for their doctoral degrees. Among findings are that the total number of doctorates awarded was 30,850 (a 2.7 percent decrease from 1977); that the number of men doctorates decreased 5.5 percent while the proportion of women continued to increase reaching an all-time high of 26.9 percent for 1978. Other findings indicated that the proportion of women doctorates who had firm commitments for employment in the physical sciences, mathematics, and engineering increased from 36 percent in 1977 to 46 percent in 1978; and the number of individuals with Hispanic, Asian, Black, and American Indian background earning doctorates increased from 1977 to 1978. Also noted was the fact that the employment plans of doctorates from science and engineering departments rated distinguished showed a marked shift from academic to nonacademic employment from 1971 to 1978. The proportion of doctorate recipients from distinguished departments in humanities who had firm commitments for academic employment decreased during the period 1971-78. There was no compensating increase in the proportion with firm plans for nonacademic employment, and there was also an increase in those with no firm commitment for postgraduate study or employment.

ED 176 668 HE 011 794

Kirk, Russell

Decadence and Renewal in the Higher Learning. An Episodic History of American University and College Since 1953.

Pub Date-78

Note-344p.; Sponsored by the Historical Research Foundation and the Educational Reviewer, Inc.

Available from-Gateway Editions, Limited, 120 West LaSalle Street, South Bend, IN ($15.00)

Pub Type- Books (010) - Information Analyses (070) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Academic Achievement, *Academic Education, *Academic Standards, College Administration, College Attendance, College Curriculum, College Students, Educational Accountability, Educational Benefits, Educational Development, Educational Objectives, *Educational Quality, *Higher Education, Trend Analysis

Based on the theory that higher education in America has been on the decline since 1953, the decadence and hopes for renewal in higher learning are examined. The following afflictions are cited as cause for the decline: (1) a purposelessness or loss of the objects of wisdom and virtue; (2) intellectual disorder: all integration and order of knowledge in flux and the cafeteria-style'' curriculum; (3) gigantism in scale; and (4) the weakening of primary and secondary schooling. The afflictions are seen as the products of two fallacies in education. Fallacy One is the notion that the primary purpose of higher learning is to promote utilitarian efficiency; to make people producers and consumers rather than people of knowledge. Fallacy Two is the notion that almost everybody ought to attend college. The chapters are devoted to such themes as The Overthrow of Standards,'' Academic Intolerance,'' Universities for Defense and Matrimony,'' Withered Authority,'' and Academic Freedom and Teachers' Unions.'' Possible cures for the decline are offered, such as returning to a genuine liberal arts education. A radical reaction'' is called for to revitalize the imagination and the recovery of knowledge. (LC)

ED 176 724 IR 007 631

Standards for Instructional Media Programs, 1977-1982.

Wisconsin State Dept. of Public Instruction, Madison.
Report No.-WSDPI-Bull-9174
Pub Date-77
Note-20p.; For related document, see ED 101 673
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiovisual Centers, Elementary Secondary Education, *Instructional Materials Centers, Instructional Media, *Library Programs, Library Services, *Library Standards, Library Technicians, Media Specialists, Regional Planning, *Regional Programs, State Boards of Education

Intended to provide individual school district and building level instructional media personnel and school administrators with information for decision-making, these standards are concerned with the scope, direction, and financial support of instructional media programs. Component parts of a good instructional media program at the district and building level are identified, and specific directions for Wisconsin schools are detailed. Appendices include the objectives of the Bureau of School Library Media Programs, a table of Cooperative Educational Service Agencies (CESA) media services available, and a list of Regional Broadcast Instruction Councils in Wisconsin. (JEG)

ED 176 772 IR 007 727

The Library of Congress, 1978. A Brief Summary of the Major Activities for the Fiscal Year Ending September 30, 1978.

Library of Congress, Washington, D.C.
Pub Date-79
Note-25p.; For related documents, see IR 007 726 and ED 157 551
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Activities, Cataloging, Copyrights, Library Acquisition, Library Facilities, Library Networks, *Library Programs, Library Reference Services, *Library Services, Preservation, Publications
Identifiers-*Library of Congress

Major activities of the Library of Congress (LC) for 1978, given more detailed attention in the complete annual report, are summarized here under three broad headings: services to the Congress, to other libraries, and to the public. Services of the Library's Congressional Research Service (CRS) which are briefly described include reference and research efforts, seminars and workshops, and computerized information retrieval. Also mentioned are areas of cooperation with libraries here and abroad those new and those strengthening existing arrangements in acquisition, cataloging, networking, and preservation; the public part of the Library's services is covered in short sections on reference and research, copyright, the American Folklife Center, public programs and exhibits, and publications. The report concludes with a progress update on the James Madison Memorial Building and other building-related news. (JD)

ED 176 833 JC 790 570

Atkins, Karen B.

The Development of Institutional Goals by the Participatory Method.

Pub Date-21 Dec 78

Note-37p.; Ed. D. Practicum, Nova University. Appendix E has been deleted due to irreproducibility

Pub Type- Reports - Descriptive (141) - Dissertations/Theses (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavioral Objectives, College Administration, *College Role, Community Involvement, Educational Objectives, *Educational Responsibility, Junior Colleges, Teacher Participation, *Technical Institutes, *Workshops

Identifiers-*Participatory Management

In order to develop institutional goals for Spartanburg Technical College by a participatory process which would involve the various constitutencies of the college, two workshops were conducted. The primary purposes of the first workshop were to allow the participants to become familiar with the participatory process of goals development and to train group leaders for the subsequent major workshop. During the follow-up workshop, 40 individuals, including faculty, staff, and community leaders, developed and prioritized the goals for the institution in three categories: overall goals, instructional goals, and management goals. Overall goals were stated and prioritized as follows: operating one-, two-, and possibly three-year career programs, and operating continuing education, developmental, comprehensive student development, specialized community, and university-parallel/college transfer programs. The instructional goals given highest priority were assisting students to acquire basic skills, raise their level of vocational achievement, develop a sense of responsibility, acquire skills in problem-solving, and develop a capacity for thinking. The most highly rated management goals were allocating funds in accordance with priorities to meet established goals, planning for long-range development, and seeking new and stable sources of revenue. A literature review is included. (Author/AYC)

ED 176 891 PS 010 922

Gash, Hugh

Class Inclusion Then Role-Taking, a Sequence?

Spons Agency-National Center of Scientific Research, Paris (France).; National Science Council, Dublin (Ireland).
Pub Date-Mar 79
Note-22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developmental Stages, Elementary Education, *Elementary School Students, Foreign Countries, *Kindergarten Children, *Perspective Taking
Identifiers-*Class Inclusion, France, Ireland

This training study investigated the relation between class inclusion and role-taking in elementary school children. The objectives were: (1) to establish the asynchrony between class inclusion and role-taking on an Irish sample and a French sample of preoperational children, and (2) to investigate whether this asynchrony is merely a function of the difficulty of the measures used or whether a developmental sequence is entailed by the sequence. Subjects were 72 Irish 5- and 7-year-old children and 72 French 6- and 7-year-old children. Six tasks were used to measure class inclusion. Three cartoons, each of which was followed by two role-taking questions, were used to measure role-taking ability. Following pretesting, subjects were assigned to either a control group or one of two training groups, class-inclusion or role-taking training. Training procedures emphasized verbal inducement of conflict. Results indicated the following: First, a developmental asynchrony was confirmed in which class inclusion emerged prior to role-taking. Second, training in class inclusion and in role-taking significantly increased the skill trained as indicated on posttest scores. Third, training in role-taking, which was successful only with 7-year-olds, significantly increased class inclusion scores at this age level; successful training in class inclusion, however, did not increase role-taking significantly. It is concluded that the form of role-taking measured includes the mental operations necessary for class inclusion. (Author/SS)

ED 176 999 SE 029 104

Cerf, V. G. And Others

Creation of a Testbed for Innovative Educational TV Experiments. Final Report.

Stanford Univ., Calif. Center for Interdisciplinary Research.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 75
Grant-NSF-GZ-2557
Note-49p.; Not available in hard copy due to marginal legibility of original document; Photographs will not reproduce well
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Closed Circuit Television, Computers, *Educational Technology, *Interaction, Media Technology, *Research, *Teaching Methods, Technical Reports, *Telecommunication, Television

This report describes two interactive television systems built at Stanford University using funds from an equipment grant. Both employ digital systems to provide a method for students to respond to a question from an instructor or a computer. In the Interactive Classroom System, each student has a switch that he or she can set to any one of ten positions. The Individualized Instruction System provides each student with an alphanumeric keyboard, a color television set, and a single-frame memory. Both systems are intended to provide "testbeds" that can be used by faculty and students to develop new instructional techniques to make effective use of these forms of digital response technology. (Author/MK)

ED 177 024 SO 010 730

Superka, Douglas P. And Others
Social Studies Evaluation Sourcebook.
Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-SSEC-Pub-227
Pub Date-78
Grant-SED-67-00222-A14
Note-464p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($17.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Achievement Tests, Career Education, Classroom Environment, Consumer Education, Critical Thinking, Curriculum Evaluation, Elementary Secondary Education, Ethnic Studies, Family Life Education, Interpersonal Competence, *Measurement Instruments, Moral Development, Personality, Resource Guides, Self Concept, *Social Sciences, *Social Studies, Student Attitudes, Student Evaluation, Summative Evaluation, Teacher Evaluation, *Tests, *Test Selection, Values

This sourcebook is a resource guide to help teachers, evaluation specialists, district coordinators, and supervisors in locating and selecting instruments to evaluate various aspects of social studies programs from kindergarten through grade 12. The bulk of the sourcebook comprises analyses of 291 evaluation instruments applicable to social studies education. The instruments include general social studies achievement tests and specific knowledge tests in United States history, world history, political science, and economics. Instrument analyses are also provided in areas of critical thinking skills, student attitudes, interpersonal skills, self-concept, personality, values clarification, moral development, classroom climate, curriculum evaluation, and teacher evaluation. Each analysis provides information on where and how to order the instrument, publication date, developer, cost, grade level, time required, subject and respondent, variables measured, format, scoring and interpretation, reliability and validity data, and other reviews or evaluations of the instrument. The analyses emphasize usability and descriptive characteristics rather than technical aspects such as reliability and validity. A title index, publisher cross-reference, and grade-level cross-reference are included. (Author/AV)

ED 177 099 SP 013 981

Billiard, Charles Driscoll, Robert L.

A Study of Dialect Preparation of Student Teachers in an Urban Teacher Education Center Program.

Pub Date-Mar 79

Note-24p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Dialects, Elementary Education, Language Handicaps, *Listening Comprehension, *Student Teachers, *Teacher Attitudes, *Teacher Centers, Teacher Education, Urban Education

A description is given of a study to determine whether the attitudes of white middle class student teachers toward children speaking Black dialect could be changed positively and their listening comprehension improved. In a special program conducted by a teacher center a group of student teachers were exposed to brief intensive training in listening to and analyzing tapes of children speaking in Black dialect. In subsequent comparative tests this group demonstrated greater comprehension of the dialect than did a group that did not receive training. The conclusion is drawn that attitudes of student teachers toward nonstandard dialects can be changed in a positive way. (JD)

ED 176 687 HE 011 844

Hill, W. Leland

A Comparative Analysis of Faculty Work Load at II-A Universities.

Pub Date-Apr 79

Note-20p.; Presented to the Teaching Load Ad Hoc Committee, Central Missouri State University; Not available in paper copy due to marginal legibility of original

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Faculty, Comparative Analysis, Comparative Statistics, *Faculty Workload, Higher Education, *State Universities, Teacher Responsibility, *Teaching Load, Working Hours

Identifiers-California State University, *Central Missouri State University, Northeast Missouri State University, Portland State University OR

A questionnaire was sent to the chief academic office of 20 universities to determine a fair and uniform workload for faculty at Central Missouri State University (CMSU). The mean undergraduate teaching load reported by the 18 responding institutions was 11.89 contact hours/week, as compared with 15.6 contact hours/week reported by CMSU faculty. Various methods for arriving at a workload determination are explained. It was concluded that CMSU does not appear to be significantly different from other institutions with respect to teaching load reduction or recognition. The main body of the document consists of the following appendices: a list of survey respondents, the teaching load questionnaire (CMSU), the questionnaire response summary, the teaching load questionnaire for Northeast Missouri State University, the California State University interim faculty workload formula, the faculty student credit hour report from Portland State University, and the summary of schools and colleges report on faculty student credit hours from Portland State University. (PHR)

ED 176 748 IR 007 702

Utah Public Library Trustee Handbook.
Utah State Library, Salt Lake City.
Pub Date-79
Note-25p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Budgeting, *Governing Boards, Laws, Library Standards, Occupational Information, Policy, *Public Libraries, Responsibility, *Trustees
Identifiers-*Utah

Designed to answer basic questions and to assist the Utah public library trustee in the performance of his duties, this handbook's brief, informative sections cover efficiency guidelines, policies and procedures, standards, money, personnel services, travel costs, operations, capital outlay, trustee checklist, job description for librarian, alternate job description, outline for a new librarian, Utah State Library services, and Utah's laws for libraries. (JD)

ED 176 815 JC 790 431

Vernon, Christie D.

Concurrent Enrollment of High School Students in College: A Status Report.

Pub Date-Apr 78
Note-32p.; Paper presented at the Annual Conference of the American Association of Community and Junior Colleges (58th, Atlanta, Georgia, April 9-12, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Enrichment, *Administrative Policy, Admission Criteria, Contracts, Cooperative Programs, Credits, *Dual Enrollment, Financial Support, Foundation Programs, Graduation Requirements, High School Students, Models, National Surveys, *Postsecondary Education, *Secondary Education, Seniors, State Aid, State Legislation

A survey was conducted of at least two educational agencies in each state and territory of the United States in order to determine state policies on concurrent enrollment. Six states did not respond; 17 indicated that there was no statewide policy and that such matters were determined on a local level by boards of trustees or individual institutions. Only three states indicated that they discouraged concurrent enrollment; the rest reported on varieties of concurrent enrollment used to accelerate the progress of high school students or to enrich their experience. Some states favored contracts between secondary and postsecondary schools to provide for instruction in areas where the secondary school's offerings are limited; some favored minimum school day attendance at high schools and additional enrollment in college-level courses; some favored early graduation or allowing students to finish their senior year at college. The survey revealed various policies regarding admission criteria, foundation funding, and credits. Some states specified that all high school credits must be earned in high schools and that college credits must be held in escrow'' until the student graduates; others permit college-level work to count toward high school graduation. The reported policies are summarized by state, and a model policy is proposed in the study report. (AYC)

ED 176 948 SE 027 853

Graeber, Ann, Ed. Weisman, Richard M., Ed.

Second Study of Mathematics. Bulletin No. 3.

Illinois Univ., Urbana.; International Association for the Evaluation of Educational Achievement, Wellington (New Zealand).; Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Contract-400-77-0025
Note-72p.
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Achievement, Attitudes, Curriculum, *Educational Assessment, Elementary Secondary Education, Instruction, *International Studies, *Mathematics Education, *Research Projects, *Testing
Identifiers-*International Assn Eval Educ Achievement, *International Mathematics Committee

The Mathematics Study Bulletin series of the International Association for the Evaluation of Educational Achievement (IEA) is intended to serve a number of purposes: (1) to consolidate the decisions of the International Mathematics Committee; (2) to provide a historical record of the development of the Project; and (3) to provide working instructions for National Centers and National Mathematics Committee members. This bulletin elaborates upon the design for the Study, provides a detailed timetable, and summarizes sampling and instrument specifications. It is intended that this document contain sufficient information for National Centers to prepare proposals and proceed with other arrangements preparatory to participation in the Study. (MP)

ED 177 154 SP 014 917

Klassen, Frank H., Ed. Leavitt, Howard B., Ed.

Education for Development: International Perspectives on Expanding the Role of Teacher Education.

International Council on Education for Teaching, Washington, D.C.

Pub Date-77

Note-148p.; Proceedings of the Twenty-Fourth International Council on Education for Teaching World Assembly (Lagos, Nigeria, July 30-August 2, 1977)

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adult Education, *Case Studies, Change Agents, Curriculum Evaluation, Delivery Systems, *Educational Development, *Foreign Countries, *Needs Assessment, Rural Education, *Teacher Education

This publication presents the thinking and experience of experts from around the world on matters relating to the role of teacher education institutions in responding to nontraditional programs for children, youth, and adults in changing societies. Case studies of formal and nonformal education programs in the fields of agriculture and rural development, adult and community education, industrial and occupational education, and the utilization of mass media are presented. (JD)

ED 176 616 HE 011 583

von Zur-Muehlen, Max

Post-Doctorals in Canada in the Mid-Seventies.

Pub Date-Dec 75
Note-53p.; Second draft
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Citizenship, Educational Finance, Females, Foreign Countries, *Graduate Students, *Graduate Study, Higher Education, Immigrants, Males, *Post Doctoral Education, *Student Characteristics, Trend Analysis, Universities
Identifiers *Canada

Characteristics of postdoctoral students at Canadian universities are discussed and issues related to the training of postdoctoral students in Canada are explored. A survey conducted in 1972 indicated that there were 2,272 postdoctorals and research associates in the university sector. About 1,000 of these postdoctoral students were in mathematics or the physical sciences. Thirty percent were in the health sciences, and only 3.9 percent were in the human sciences. Ontario universities accounted for 42.3 percent of these students, and another third were in universities in the western provinces. Only 8.7 percent of these postdoctoral students were women. While 75 percent of the students were married, only about half of these had any children. About 22 percent of the postdoctoral students were Canadian citizens, but only 16.2 percent were Canadians by birth. Most of the foreign students came from Asia or

Tomei, Mario J.

Institutional Flexibility: The Glassboro State College Flexibility Index.

Pub Date-13 Oct 78
Note-11p.; Paper presented at the Conference of the Northeastern Association for Institutional Research (Pennsylvania State University, Pennsylvania, October 13, 1978); tables may not reproduce well due to light print of original
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Rank (Professional), *College Faculty, Declining Enrollment, *Faculty College Relationship, Higher Education, Program Development, Quotas, Retrenchment, *Seniority, *Staff Utilization, State Colleges, Tenure, Trend Analysis
Identifiers-*Flexibility Index, *Glassboro State College NJ

The development of a staff flexibility index at Glassboro State College is presented. It was an outgrowth of retrenchment problems for tenured faculty. Institutional flexibility was defined as the continuing ability of the institution to implement new or modify existing programs, employing a rationale that sees the ability to employ new faculty or redirect present faculty to meet staffing requirements for planned program implementation and development. Projections of faculty for three sets of steady-state conditions least optimistic, most likely, and most optimistic were made for a five-year period. Factors that were necessary components of the index were identified and all factors were ranked in

Moll, Joy K.

The Feasibility of Implementing an Online Data Base Search Service in the New Jersey Library Network. Phase II: Patterns of Service in Periodical Information Requests in the Area Libraries of New Jersey.

New Jersey State Library, Trenton. Library Development Bureau.
Report No.-GSLIS-1-79
Pub Date-Aug 78
Note-178p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Libraries, Data Bases, *Interlibrary Loans, Library Automation, *Library Networks, Library Services, Library Surveys, *On Line Systems, *Periodicals, Public Libraries, Shared Services, Use Studies
Identifiers-*New Jersey

This study of periodical interlibrary loan in New Jersey focuses on access to and sharing of periodical information in the state-wide library networks and investigates the feasibility of providing online search services for such information. The three part study began with a survey of the library literature dealing with networking and an examination of the library network plans of 13 states including New Jersey. A chart comparing aspects of nine state plans and a summary and evaluation of individual state plans are included. The second part of the study involved data gathering in ten libraries in the New Brunswick area for the availability of periodicals and for periodical article interlibrary loan statistics for 1976. Percentages of interlibrary loan requests for periodical articles were examined for local public

ED 173 852 PS 010 625

Kelsey, Frances O.
Pub Date-Mar 79
Note-11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Agency Role, Anomalies, *Birth, *Drug Therapy, *Federal Regulation, Government Role, Mothers, Neonates, Perinatal Influences, *Pregnancy, Prenatal Influences, *Research, Research Problems
Identifiers-Food And Drug Administration

This symposium presentation outlines the activity of the Food and Drug Administration (FDA) in regulating the use during pregnancy and lactation of drugs which affect the fetus and neonate. When presented with an unexpected adverse effect of a drug or of a class of drugs, the FDA can take several steps. These steps include ordering total removal from the market, restricting use, issuing warning statements and recommendations, providing information through official publications of the FDA, and other educational efforts. Identifying subtle adverse drug reactions is a difficult problem. Epidemiologic, prospective, retrospective, and animal studies are used. Since 1962, the FDA has required that safety studies be conducted in animals before a new drug is introduced into human subjects. Before any drug may be administered to subjects in whom there is a potential for pregnancy, teratology studies in at least two species of animals must be completed. While reproduction studies are designed to disclose teratogenic, direct toxic, gross behavioral and various other effects of the drug on the fetus or

ED 176 871 PS 010 874

Hardin, Mark And Others

Permanent Planning in Foster Care: Resources for Training.

Portland State Univ., Oreg. Regional Research Inst. for Human Services.
Spons Agency-Public Services Administration (DHEW), Washington, D.C.
Pub Date-78
Grant-84-P-90555/0-01
Note-259p.; For related document, see PS 010 875
Pub Type- Guides - General (050)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Caseworker Approach, Decision Making, *Foster Children, *Inservice Education, *Legal Education, Planning, Social Services, *Social Workers, *Training

Curricular materials and resources for use in the education and training of students and caseworkers on permanent planning for children in foster care are compiled in this volume. Materials are arranged in modules, which in turn are grouped into two units. The first unit, dealing with direct services to parents of foster children, contains seven modules. Module 1.0 presents in narrative form an example of permanent planning casework, and module 1.1 offers an overview of permanent planning. Module 1.2 on decision making and module 1.3 on the role of the permanent planning worker are said to be applicable at many points in casework. Modules 1.4 (assessment and treatment program design), 1.5 (service agreements in permanent planning casework), and 1.6 (documentation and evaluation) are more specific to the series of casework tasks involved in working with parents of children in foster care toward returning the child home. The second unit, on legal skills, contains seven modules. This unit is designed to help social workers learn about their state's handling of termination of parental rights, learn how to read and understand legal writing, and learn to relate their knowledge in social work to legal constraints. Topics of the

ED 176 910 RC 011 561

Kemp, Peter, Comp. Nemmers, Larry, Comp.

Teacher's Guide to Outdoor Education Grades K-6.

Elgin School District 46, Ill.

Pub Date-71

Note-265p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Art Activities, Curriculum Development, Educational Objectives, Elementary Education, Elementary School Mathematics, Elementary School Science, Environmental Education, *Experiential Learning, Health Education, Instructional Materials, Integrated Activities, Language Arts, *Learning Activities, Lesson Plans, Music Activities, *Natural Sciences, *Outdoor Education, Physical Education, *Resident Camp Programs, Social Studies, *Units of Study

This teacher's guide for planning the elementary outdoor education curriculum focuses primarily, though not exclusively, on activities for sixth graders who participate in a three-day resident program at Camp Edwards. Over 150 activities are organized under the subject areas of natural science, language arts, social studies, mathematics, and music; ten topics under natural science include plant and animal study, geology, astronomy, winter survival, marshland ecology and water study, and contour map reading. Subject matter areas are generally integrated into natural science activities and treated as tools for study and reporting of experiences in the natural sciences. Each area of study contains in addition to a wide variety of learning activities a statement of major objectives, background information for the teacher, discovery questions for students, and activities to help assess the results of the camping experiences. Pre-camp, in-camp, and post-camp learning activities are described, many in detail. The mathematics section, for example, gives complete instructions for five methods of measuring the height of a tree and complete plans for constructing a

ED 176 928 RC 011 638

Eyster, Ira And Others
Culture Through Concepts A Teachers Guide.
Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Grant-G007700660
Note-237p.
Available from-Southwest Center Human Relations Studies, 555 Constitution, University of Oklahoma, Norman, Oklahoma 73037 ($1.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*American Indian Culture, American Indian Literature, Concept Teaching, Cross Cultural Studies, Culture Conflict, Elementary Secondary Education, Federal Indian Relationship, *Language Arts, Leadership, Learning Activities, *Mathematics Instruction, *Reading Instruction, *Resource Units, Science Instruction, Social Studies, Treaties, Tribal Sovereignty, United States History
Identifiers-*American Indian History, Apache (Tribe), Arapaho (Tribe), Cheyenne (Tribe), Ethnic Heritage Studies Program Act, Ownership, *Plains Indians (Anthropological Label)

Designed for use in grades K-12, this teachers' guide weaves selected cultural information from four Plains Indian Tribes into teaching concepts that can be used in language arts, math, reading, social studies, and science. Introductory material covers the influence of property, sovereignty, doctrine of discovery, treaties, tribal agencies, and the Bureau of Indian Affairs; emphasis is on conflicts arising from differing concepts of property. A "Teachers Only" section examines work, savings, time, and competition areas of conflict between the

ED 176 973 SE 028 880

The World of Tomorrow: Aerospace Activities for 8- to 10-Year-Olds. A Guide for Leaders of Children's Groups and Teachers of the Lower Grades.

National Aeronautics and Space Administration, Washington, D.C.
Report No.-NASA-EP-144
Pub Date-78
Note-71p.; Contains colored drawings which may not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-000-00745-1; No price quoted)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Aerospace Education, *Childrens Art, Cocurricular Activities, Elementary Education, Elementary School Science, Futures (of Society), *Guides, Instructional Materials, *Science Activities, Science Projects, Space Sciences, *Youth Clubs
Identifiers-*National Aeronautics and Space Administration

This guide is intended for leaders of children's groups and teachers of lower elementary grades. The book is divided into two parts. The first half contains reports by Cub Scout den leaders. The second part gives the entries of the winning 8-, 9-, and 10-year-old participants. In Part I, there are wide margins in which teachers or leaders can make notes. The final products of the science activities are presented. Part II gives the reproduced written compositions of the children. Explanatory descriptions of the artwork, written by the children, are included. Cub Scout national winners, area winners, and participants are listed in the appendix. (SA)

ED 177 100 SP 014 034

Consumer Product Safety: What's It All About? Teacher's Guide. No. 8-T.

Consumer Product Safety Commission, Washington, D.C.

Pub Date- 79

Note-25p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. ($1.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accident Prevention, *Consumer Protection, Grade 4, Grade 5, Grade 6, Health, *Health Activities, *Injuries, Intermediate Grades, Safety, *Safety Education, Teaching Methods

Designed as a flexible resource, this material may be used independently or in conjunction with existing safety, health, consumer education, economics, or social studies units. To facilitate the incorporation of product safety information into the curriculum, the suggested activities section lists major concepts to be developed and indicates related, interdisciplinary skills. Each unit contains a list of learning objectives, a teacher's guide, a consumer product safety vocabulary list, suggested activities, including safety-oriented crossword puzzles, and a list of resources. Area office listings for the Consumer Product Safety Commission are included. The material is intended for grades 4-6. (Author/LH)

ED 177 127 SP 014 723

Land, M. L. Denham, Alice

Effect of Teacher Clarity on Student Achievement.

Pub Date-Feb 79

Note-11p.; Paper presented at Annual Meeting of the Southwest Educational Research Association (1st, Houston, Texas, February 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Communication Skills, *Effective Teaching, Individual Characteristics, Teacher Behavior, Teacher Characteristics, Teacher Education, Teaching Skills, *Verbal Ability

Identifiers-Teacher Clarity

The results of the experimental effect of low-inference teacher clarity variables on achievement and on retention were determined by means of a randomized control group, posttest only, basic design. Members of an introductory education class viewed videotapes of lessons containing either high or low teacher clarity variables. Subjects who took a 30-item criterion test immediately after the viewing were compared to subjects who took a "delayed achievement" criterion test one week after viewing the tapes. Significant differences resulted for the main clarity effect and for the main effect of time-of-achievement. The interaction effect between clarity and time-of-achievement was not significant, i.e., there was no significant differential effect of level of teacher clarity on student retention. (Author/LH)

ED 176 598 FL 010 839

Lester, Mark And Others
ELT Documents. English as an International Language.
British Council, London (England). English-Teaching Information Centre
Pub Date-79
Note-71p.
Available from-British Council, Printing and Publishing Department, 65
Davies Street, London, W1Y 2AA England
Journal Cit-ELT Documents; 1978
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, Cultural Differences, Dialects, *Dialect Studies, *English, English (Second Language), Instructional Aids, Instructional Materials, Intercommunication, International Relations, *International Trade Vocabulary, Language Instruction, *Language Styles, *Language Usage, *Language Variation, Mutual Intelligibility, Native Speakers, Second Language Learning, Second Languages, Sociocultural Patterns, Sociolinguistics, Speech Communication, Standard Spoken Usage, Translation
Identifiers-*International Languages

This issue contains articles ranging from a theoretical discussion of the nature of an international language to an assessment of the implications of teaching a local form of English. The following articles are included: (1) ``International English and Language Variation,'' by

ED 176 749 IR 007 703

Dalton, Phyllis I.
Village Library Project, Nome, Alaska. An Evaluation, 1979.
Kegoayah Kozga Library Association, Nome, Alaska.
Spons Agency-Alaska State Dept. of Education, Juneau. Div. of State Libraries.
Pub Date-79
Note-52p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Evaluation Criteria, Evaluation Methods, Library Cooperation, *Library Extension, *Library Programs, Objectives, *Program Evaluation, *Public Libraries
Identifiers-*Alaska (Nome), Library Services and Construction Act

The adequacy of the Village Library Project, headquartered in Nome, Alaska, to meet the library service needs and desires of the people in 18 villages on Seward Peninsula, St. Lawrence Island, and Diomede is evaluated in this report. Sections are devoted to the goals of the evaluation, evaluation procedure, goals and objectives of the project, project activities, attainment of stated goals and objectives, additional criteria, and conclusions and recommendations. Appendices provide profiles of the project and the village libraries, circulation

ED 176 773 IR 007 728

Kang, Jong Hoa

Approaches to Forecasting Demands for Library Network Services. Report No. 10.

Pub Date-79

Note-75p.; Master's Thesis, University of Illinois at Urbana-Champaign; Report No. 10 in the series A Mathematical Model of the Illinois Interlibrary Loan Network; For related documents, see ED 134 201, ED 160 054, ED 163 931, and IR 007 759

Pub Type- Numerical/Quantitative Data (110) - Dissertations/Theses (040)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Computer Programs, *Interlibrary Loans, *Library Networks, *Library Services, *Mathematical Models, *Models, Prediction, *Predictive Measurement, Use Studies

Identifiers-Illinois, *User Demand

The problem of forecasting monthly demands for library network services is considered in terms of using forecasts as inputs to policy analysis models, and in terms of using forecasts to aid in the making of budgeting and staffing decisions. Box-Jenkins time-series methodology,

Jeffries, Stephen R.

A Model for Service to the Elderly by the Small/Medium Sized Public Library.

Pub Date-77
Note-83p.; Submitted in lieu of thesis, MS in studies in aging, Texas State University
Available from-Center for Studies in Aging, North Texas State University, P.O. Box 13438, NTSU Station, Denton, Texas 76203 ($2.50)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Library Programs, Library Role, *Library Services, *Needs Assessment, *Older Adults, *Public Libraries, Resource Materials, Responsibility

Citing the American Library Association's 1964 statement of libraries' responsibilities to the aging, this paper presents a needs assessment of the elderly and suggests methods by which public libraries can attempt to meet some of these needs, e.g., barrier-free design, programs.

ED 177 000 SE 029 108

Aaron, Cathy And Others
Energy Resource Delivery and Use.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007701993
Note-274p.; Best copy available
Pub Type-Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Curriculum Guides, *Energy, *Energy Conservation, Environmental Education, *Instructional Materials, Models, Planning, Public Policy, *Resource Materials, Science Education, *Teacher Education, Technology
Identifiers-*Energy Education

This teacher-training module examines the role of energy in changing cultural contexts. It is intended to assist the teacher in understanding the nature and uses of various conventional and nonconventional energy resources. Also examined are dimensions of energy policy making.

ED 177 042 SO 011 976

Thompson, Mark E.
Passionate Intensity and the Educational Process.
Pub Date-78
Note-27p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, Communism, *Education, Educational History, Educational Objectives, *Educational Philosophy, Educational Sociology, Modern History, *Political Influences, Political Socialization, *Politics, *Reactive Behavior, *Social Influences
Identifiers-*McCarthyism, Sputnik I

The educational process and passionate intensity are forces that are often at odds in society. Passionate intensity is a force that introduces turmoil and threatens those social processes that depend on reason and independent thought. In contrast, the educational process seeks to develop coping skills to limit dependence on others and promote independent thought, creative thinking, and aesthetic relationships.

ED 177 060 SO 011 997

Von Hahmann, Gail

Collaborative Programming in Nonformal Education.

Massachusetts Univ., Amherst. Center for International Education.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-78

Note-75p.; For related documents, see SO 011 986 and SO 011 998

Available from-Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($2.50)

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Community Involvement, *Cooperation, Cooperative Planning, Educational Objectives, Educational Programs

ED 177 078 SO 012 022

Constitution of the State of Illinois and United States: Study Guide.

Illinois State Office of Education, Springfield.

Pub Date-Aug 77

Note-80p.

Available from-Curriculum Publications Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, Illinois 61455 ($0.95 plus postage)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Constitutional History, *Federal Government, Government Role, High School Equivalency Programs, *State Government, United States History

Identifiers-Bill of Rights, *Illinois, *United States Constitution

The study guide, intended for adults wishing to obtain a General Educational Development (GED) certificate in Illinois, discusses the

ED 177 155 SP 014 928

Duncan, Gertrude I., Ed. And Others

Policies, Procedures, and Standards for Certification of Professional School Personnel.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Teacher Education and Certification.

Pub Date 78

Note 140p.

Pub Type Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Accreditation (Institutions), *Certification, Elementary Secondary Education, *Program Validation, School Personnel, *State Standards, *Teacher Education

Identifiers-*Pennsylvania

State standards are set forth for approving teacher education programs. The program approval procedures permit professionals from appropriate and specialized areas to make determinations concerning standards and quality of teacher education programs. The policies and procedures presented in this document relate to two major types of approval: institutional approval permits institutions to prepare professional school personnel in one or more programs that have received approval status; program approval permits an institution to offer a specific program to prepare graduates for a specific certificate. Graduates are issued certificates upon recommendation of the institution. (JD)

ED 177 179 TM 009 587

Bernabei, Raymond Leles, Sam
Educational Product Evaluation.
Pub Date-Jun 72
Note-87p.; Guide prepared through the Leadership Development Training Program in Education and the Lern Associates
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Improvement, *Educational Objectives, Educational Quality, Elementary Secondary Education, Evaluation Methods, Formative Evaluation, *Needs Assessment, *Program Development, *Program Evaluation, Program Improvement, *Program Planning, Student Needs, Summative Evaluation, Teaching Methods, Test Selection

This group-oriented workbook for teachers and administrators is a three stage guide to program planning, development, and evaluation. The first stage consists of identifying and ranking areas of concern in terms of value to students, staff, community or school board, and program. A learner goal needs assessment instrument, and a formal statement of ten educational goals (developed by the state of Pennsylvania) are presented as exercises for empirically describing areas of concern. During the intermediate stage, needs are converted into goals, and procedures for evaluating goal attainment are outlined. Evaluation is broadly defined to include affective, psychomotor, social, and cognitive needs. Charts for selecting tests related to the ten educational goals and for collecting and analyzing data are included. The final stage involves writing program objectives to reflect previously stated goals. Four teaching methods are described for achieving objectives: (1) reception lecture method; (2) interpersonnal class discussion; (3) selection discovery learning; and (4) group processes. (CP)

common. In the experiment sixth grade children took either the sixth or seventh grade tests, while children in seventh grade took sixth, seventh, or eighth grade tests and eighth grade children took seventh or eighth grade tests except for a few (91) who took the sixth grade test. The total group for all three grades was 1,956 pupils. The LOGIST program was used with a one parameter option. Several sets of estimations were obtained for each level for separate groups of children, and the obtained ability estimates were placed on a common scale through the use of overlapping items. Inconsistencies among equatings suggested that the test data did not fit the model of the one parameter logistic curve. Analysis of the content showed differences between tests for each grade level. Finally, equipercentile equating methods were applied to the data with a result that differed from the result of the Rasch method. (CTM) evaluation which will be disseminated through literature reviews, workshops for state and local education agency evaluators and administrators, case studies, suggestions for evaluators, and an annotated bibliography. Contracts to support state refinement of TIERS are divided into four categories: improvement of data collection and analysis activities; development and dissemination of new materials; projects related to testing and evaluation methods; and a miscellaneous category. Materials and strategies suitable for improving and evaluating pre-second grade Title I programs are also being developed for dissemination. (MH)

Elementary Secondary Education, Human Relations, Organizational Effectiveness, *Urban Education

The bureaucratic model for administering urban educational systems is dysfunctional for a number of reasons. It adheres to a philosophical stance which addresses the needs of others than those it serves. It fails to address the human side of enterprise and is designed to maintain the status quo. Finally, it fails to deliver quality education so that each child can advance to the best of his/her ability. Needed is a commitment to changes in philosophy, in decisionmaking structures, in planning strategies, in approaches to training for work in urban settings, and in approaches to program implementation. (Author/EB)

ED 177 262 UD 019 826

Royster, Eugene C. And Others

Study of the Emergency School Aid Act Magnet School Program. Final Report.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-AAI-78-112
[illegible] Date-13 Feb 79
[illegible]act-300-77 0393
Note-208p.; For a related document, see UD 019 827; Some tables may be marginally legible due to small print
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Elementary Secondary Education, *Federal Programs, *Institutional Characteristics, *Magnet Schools, *Program Effectiveness, Racially Balanced Schools, School Community Relationship, *School Integration
Identifiers-*Emergency School Aid Act 1972

This study uses a representative sample of eighteen school districts to determine the effectiveness of magnet school programs as a strategy in school desegregation. An overview of issues concerning magnet school programs is provided. The magnet schools in the eighteen districts and their community contexts are described. The relationship of magnet schools to effectiveness in school district desegregation is analyzed. Factors which are associated with the effectiveness of magnet schools are also analyzed. Differences between Emergency School Aid Act (ESAA) funded and non-ESAA funded magnet schools are noted. Recommendations for the conduct of the ESAA Magnet Program are suggested. Appendices include descriptions of the study's methodology, a discussion of data correlation, and tables showing data collected. (EB)

ED 177 200 TM 009 695

Rogers, George W., Jr.

Rationally Dealing with Test Anxiety.

Pub Date- 77

Note-14p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety, *Counseling Theories, *Educational Counseling, *Etiology, Higher Education, Intervention, *Student Attitudes, Student Testing, Study Habits, Testing Problems

Identifiers-*Rational Emotive Therapy, *Test Anxiety

Test anxiety is a common problem manifested by many college students. The Testing and Psychological Services Center at Northern Kentucky University sees a number of such students each semester. The possible causes of test anxiety are frequently the illogical or unrealistic demands that some students place on themselves. The methods of treatment used at Northern Kentucky University include: academic contracting, enhancement of study skills, academic and vocational guidance, and systematic desensitization of anxiety. Particular emphasis is placed on the utilization of Rational-Emotive Therapy (RET) for overcoming test anxiousness. RET emphasizes the interrelationships between our belief system and our emotions. (Eight irrational beliefs about testing are presented, followed by the rational arguments which may be used to challenge these beliefs.) (Author/GDC)

ED 177 219 TM 009 746

Jensen, Arthur R.

Uses of Sibling Data in Psychological and Educational Research.

Pub Date-11 Apr 79
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, Analysis of Covariance, Cognitive Measurement, Correlation, Data Analysis, Differences, Educational Research, Environmental Influences, Family Background, *Family Influence, Genetics, Multiple Regression Analysis, Nature Nurture Controversy, *Psychological Studies, Raw Scores, *Research Design, *Research Problems, *Siblings, Standardized Tests, *Statistical Analysis, Test Bias, Tests of Significance, Trend Analysis

The uses of data on siblings for educational and psychological research purposes are explained. Examples are based on empirical data. Five types of research problems, using sibling data, are explored: (1) statistical control of family background variance in psychological or educational studies which use analysis of covariance (ANCOVA) or multiple regression analysis; (2) testing the adequacy of age-standardized scores; (3) testing the interval scale property of age standardized scores, such as intelligence or achievement quotients; (4) analysis of the correlations among variables into components which can be attributed to correlation among variables between families or to correlation among variables within families; and (5) assessment of the cultural bias in test scores or of the common factors measured by tests. Between-family-variance is defined as variance due to genetic and environmental influences common to all siblings in a family, but which differ between families. Variance within families is described as genetic and environmental influences which cause siblings to differ from one another. Some types of variables can have both between-family and within-family differences. (MH)

ED 177 240 UD 019 793

Trotter, Robert T., II, Ed. Chavira, Juan Antonio, Ed.

El Uso De Alcohol; A Resource book for Spanish Speaking Communities. (The Use of Alcohol).

Southern Area Alcohol and Education Training Program, Inc., Atlanta, Ga.

Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Pub Date-77

Grant-3-t21-AA00161-01

Note-100p.

Available from-Southern Area Alcohol Education and Training Program, Inc., 4875 Powers Ferry Road, N.W., Atlanta, Georgia 30327 ($15.00)

Pub Type- Collected Works - General (020) - Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-*Alcohol Education, *Alcoholism, Community Education, Cross Cultural Studies, Cultural Differences, *Cultural Factors, Mexican Americans, Puerto Ricans, Rehabilitation Programs, *Resource Materials, *Spanish Speaking

This monograph addresses the issue of alcohol use and abuse in Spanish-speaking communities of the United States. Two annotated bibliographies are included. The first covers cross-cultural research about alcohol use and abuse and works specifically relating to Latin America. The second bibliography contains articles on Mexican American, Puerto Rican, and other Spanish-speaking communities in the U.S. A review of alcohol education and alcohol prevention materials is also provided. Several original articles concerned with the conceptualization, planning, and implementation of alcoholism programs and treatment approaches are also included in this volume. Recommendations for improving efforts in the areas of alcoholism research, prevention, and education relevant to Spanish-speaking communities are made. Brief reports and recommendations of concerned individuals are appended. (EB)

ED 177 156 SP 014 929

Silvernail, David L.

Teaching Styles as Related to Student Achievement. What Research Says to the Teacher.

National Education Association, Washington, D.C.
Pub Date-79
Note-42p.
Available from-NEA Distribution Center, The Academic Building, West Haven, Conn. 06516 (Stock No. 1049-3-00, $1.25)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Class Management, Classroom Environment, *Effective Teaching, Feedback, Positive Reinforcement, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teaching Styles

The relationship between teaching styles and student academic achievement is considered. Results of research studies on direct and indirect teaching styles, formal and informal styles, teacher clarity and enthusiasm, and the effects of different types of feedback to students are discussed. Specifically considered are the use of questions structuring activities, presentation of material, and ways of improving the total ambience of the classroom. (JD)

ED 177 180 TM 009 597

Feldmesser, Robert A., Ed.

Report of an Exchange between the United States and the Soviet Union in the Area of Higher Education.

Educational Testing Service, Princeton, N.J.
Pub Date-Jun 79
Note-209p
Pub Type- Reports - Research (143) - Collected Works - General (020)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Admission Criteria, Colleges, College Students, *Degree Requirements, Enrollment Trends, Exchange Programs, Foreign Countries, Guidance Services, *Higher Education, *Manpower Needs, *Nontraditional Students, Postsecondary Education As a Field of Study, Secondary Education, Universities

Identifiers-*United States, *USSR

The papers and discussion generated by exchange visits of American and Soviet educators are reprinted or summarized. The purpose of the visits was to exchange information and to study each country's system of higher education. Seminars held in the United States concentrated on two topics: selection and guidance of students in higher education, and the meaning of the undergraduate degree. The topics chosen for the seminars held in the Soviet Union were manpower planning for higher education purposes, and nontraditional forms of higher education. Papers presented in the United States were: Guidance, Selection, and Access to Higher Education in the United States; Methods of Direct (Short-Term) and Extended (Long-Term) Selection of Students for Enrollment in Institutions of Higher Education; American Higher Education and the Bachelor's Degree; and On the Comparability of Levels of Education in the U.S.S.R. and Foreign Countries. Papers presented in Russia were: New Forms of Higher Education in the U.S.S.R.; An Introduction to Non-Traditional Education in the United States; Methodological Issues in the Forecasting and Long-Range Planning of Training of Specialists with Higher Education; and Manpower Forecasting for Work and for Society. Summaries of discussions are also presented. (MH)

ED 177 263 UD 019 827

Royster, Eugene C. And Others

Magnet Schools and Desegregation: Study of the Emergency School Aid Act Magnet School Program. Summary Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-AAI-79-82

Pub Date-6 Jul 79

Contract-300-77-0393

Note-30p.; For a related document, see UD 019 826

Pub Type- Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anti Segregation Programs, Community Characteristics, Elementary Secondary Education, Institutional Characteristics, *Magnet Schools, *Program Effectiveness, Racially Balanced Schools, *School Integration, *School Role

Identifiers-*Emergency School Aid Act 1972

This paper is a summary report of the ``Study of the Emergency School Aid Act Magnet School Program'' which was undertaken to determine the effectiveness of magnet school programs as a strategy in school desegregation. The representative sample of eighteen schools used in the study and their community contexts are described, and the relationship of magnet schools to effectiveness in school district desegregation is analyzed. Taken into consideration are those characteristics of magnet schools which correlated with desegregation effectiveness. Additional correlates identified include those which helped magnet schools meet enrollment and racial composition goals. Emergency School Aid Act (ESAA) awards criteria and awards processes are examined in relation to magnet school effectiveness. ESAA funded and non-ESAA funded programs are discussed and their effects on magnet schools are compared. Recommendations are outlined for making the role of magnet schools and the Magnet School Program more effective in school integration. (Author/EB)

ED 177 201 TM 009 699

Strand, Theresa And Others

Exploratory Study of the Use of a Wide Range Reading Test with Model A in Title I Evaluation.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979); Tables marginally legible

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Gains, Compensatory Education Programs, *Content Analysis, Criterion Referenced Tests, Curriculum Evaluation, Evaluation Methods, Grade 2, Individual Tests, Models, *Norm Referenced Tests, Primary Education, Program Evaluation, Reading Achievement, *Reading Tests, Testing Problems, *Test Selection

Identifiers-*Elementary Secondary Education Act Title I, Normal Curve Equivalent Scores, Out of Level Testing, *RMC Models, SRA Achievement Series, Woodcock Reading Mastery Tests

Use of the Woodcock Reading Mastery Tests (WRMT), individually administered wide ranging reading tests, was explored, using Title I evaluation Models A1 and A2. Attention was focused on: (1) relationship of the Title I curriculum to the WRMT and the SRA Reading Test; (2) comparative reading achievement gains on both tests, using Model A1; and (3) use of the WRMT with Models A1 and A2 and the identification of related problems. The subjects were 32 second grade students enrolled in a Title I language arts project. It was concluded that both tests measured reading comprehension, but that only the WRMT measured reading readiness skills. Language arts skills were measured only by the SRA Language Arts Tests. Significant differences in raw score and normal curve equivalent (NCE) gains were found for the Title I pupils on the WRMT and the SRA Reading Test, but it was not possible to interpret the NCE gains with respect to a national norms. Also, it was not possible to determine whether the WRMT could eliminate floor and ceiling test effects. It was concluded that the WRMT, as administered, was not appropriate for use with Model A2. (Author/MH)

ED 177 220 TM 009 770

Oxford, Rebecca L.

Issues in Assisting State and Local Education Agencies in the Implementation of the Title I Evaluation and Reporting System.

Pub Date-Apr 79
Note-39p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Delivery Systems, Elementary Secondary Education, Evaluation Criteria, Information Dissemination, Needs Assessment, Organization, *Organizational Communication, Publicize, *Regional Programs, *Resource Staff Role, School Districts, State Boards of Education, *Technical Assistance
Identifiers-Elementary Secondary Education Act Title I, *Northwest Regional Educational Laboratory, *Technical Assistance Centers, Title I Evaluation and Reporting System

Issues in assisting state and local education agencies to implement the Title I Evaluation and Reporting System were discussed in the context of responses from a structured interview of staff members from the Title I Technical Assistance Center (Northwest Regional Educational Laboratory) responsible for Regions VIII, IX, and X encompassing 14 western states and four territories. The issues were: (1) structuring the technical assistance organization; (2) determining clients' needs; (3) making services known to clients; (4) developing and delivering technical assistance services; and (5) evaluating the services rendered. Although opinion varied, it was generally determined that regional assignments worked well but that some degree of cross-regional flexibility should exist. Topical specialization was generally opposed. Various methods were advocated for determining clients' needs, including periodic surveys. It was agreed that the state contact person is the key to publicizing available services and that methods of communications should include printed information, contact between clients, and oral presentations. Methods of delivering technical services were suggested: workshops; in-person and telephone consultations; and publications. Suggestions were made to include both formal and informal evaluation procedures to assess the services provided. (MH)

ED 177 241 UD 019 794

Napier, Shirley

Community Control of Education, A Concept Paper.

Pub Date- 79
Note-11p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, Community Attitudes, *Community Control, Decentralization, Economically Disadvantaged, *Educational Accountability, *Educational Improvement, Educational Opportunities, *Educational Quality, Elementary Secondary Education, Minority Groups, Parent Participation, *School Community Relationship

This paper explores how the idea of community control came about, what the concept is, and some implications it might have for communication practices in school systems. Social and political conditions which led to the idea of community control of education are reviewed. Particular attention is given to the dissatisfaction of minority groups and the urban poor with their exclusion from educational decisionmaking and the inequities faced by blacks in the public education system. The roles of decentralization, parent involvement, and community participation in community control are analyzed. Leadership commitment to change and effective communication are discussed as they influence community control and the quality and accountability of education. Specific strategies that might be used by school administrators for effecting open communication practices between schools and communities are outlined. (EB)

ED 177 157 SP 014 931

Teacher Supply and Demand in Public Schools, 1978, with Population Trends and Their Implications for Schools, 1979.

National Education Association, Washington, D.C.
Pub Date-Jun 79
Note-27p.
Available from-NEA Distribution Center, The Academic Building, West Haven, CN 06516 ($3.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Assessment, Educational Needs, *Educational Planning, Elementary Secondary Education, Futures (of Society), *Population Trends, Teacher Employment, *Teacher Supply and Demand, *Trend Analysis

Tables illustrate the relationship between elementary and secondary teachers available for positions and actual jobs open to them in the year 1978. Prediction, based on previous surveys, is made for future opportunities for teachers through the year 1985. Nationwide population trends are analyzed as they affect future teaching opportunities. (JD)

ED 177 158 SP 014 937

Bhatnagar, Joti

Contemporary Canadian Policies and Practices in the Education of Immigrant Children.

Pub Date-79

Note-14p.; Paper presented at the Research Frontiers in Education: The First Concordia International Conference (Montreal, Quebec, Canada, February 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingualism, Children, *Culture Conflict, *Educational Programs, Equal Education, Equal Opportunities (Jobs), Foreign Countries, *Intercultural Programs, Minority Groups, *Multicultural Education, Social Integration, *Sociocultural Patterns

Identifiers-*Canada

The issues and difficulties of providing equal educational opportunity in a widely multicultural country, such as Canada, are addressed. The French-English conflict is considered only as a highly visible indication of a more profound social dilemma. Several educational programs intended to meet the language and social needs of immigrant children are discussed, and a case is made for multicultural education as an important instrument in implementing a national cultural tolerance. (LH)

Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.

Drier Educational Systems, Inc., Highland Park, N.J.
Pub Date-79
Note-17p.; Contains tests
Available from-Jamestown Publishers, P.O. Box 6743, Providence, Rhode Island 02940 (manual and 30 tests, $4.95)
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Grade 3, Grade 7, *Multiple Choice Tests, National Norms, *Reading Achievement, *Reading Comprehension, *Reading Tests, Scoring, Student Testing, Test Interpretation
Identifiers-*National Assessment of Educational Progress

The reading comprehension tests, one for nine-year-olds usually in grade 3 and one for thirteen-year-olds usually in grade 7, were developed from released items on the National Assessment of Educational Progress. The tests were constructed to assess student achievement against a national norm, by comparing individual student scores to the national average or to the average for inner city, medium city, or suburban students. The multiple-choice tests are used to measure literal and inferential comprehension and are partly criterion referenced. (The level 9 test contains 36 items, while the Level 13 test contains 36 items. Administration and scoring instructions, as well as an answer key are included.) (MH)

ED 177 264 UD 019 832

Murphy, Hardy R.

Executive Summary of WIEDS Survey.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-9p.; For related documents, see ED 157 963 and ED 159 247; Not available in paper copy due to institution's restriction
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Relations, Compensatory Education, Elementary Secondary Education, Integrated Curriculum, *Integration Methods, Integration Readiness, *Organizational Effectiveness, Race Relations, Racially Balanced Schools, *School Integration, Staff Improvement
Identifiers-*Texas (Austin)

The data collected by the Ways to Improve Education in Desegregated Schools (WIEDS) survey and summarized in this paper include the following: (1) demographic data of school districts in Texas and educators surveyed; (2) successful desegregation strategies used by the 262 sample school districts, particularly those used for racial balancing, community relations, crisis prevention, multicultural infusion into the curriculum, compensatory education, race relations, staff development, and administrative procedures.; (3) historical data regarding district/community desegregations processes; (4) sources of pressure for district/community desegregation; and (5) remaining problems and areas of need. (Author/EB)

ED 177 202 TM 009 702

Beck, Michael D. Stetz, Frank P.

Teachers' Opinions of Standardized Test Use and Usefulness.

Pub Date-Apr 79
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Educational Policy, Educational Testing, Elementary Secondary Education, Standardized Tests, *Student Testing, *Teacher Attitudes, Testing Problems, *Test Results, *Use Studies

A national sample of 3,300 elementary and secondary school teachers, who had recently administered the Metropolitan Achievement Tests in their classrooms, responded to a questionnaire concerning various standardized achievement test issues. Teachers gave their opinion on: the amount of such testing in their schools; personal use of test results; possible test score applications; and various test moratoriums and other test-related policies. The teachers were instructed to base their answers on their attitudes toward standardized tests in general. Data were analyzed according to teacher's grade level (K-4, 5-8, or 9-12) and type of school system (small public schools, large public schools, or private schools). The teachers' opinions about the amount of testing in their system were generally found to be positive. Grade level and system differences were small; however, high school teachers were generally more satisfied than elementary teachers. Nine percent of the respondents indicated that they made considerable use of test results; 48% made ``some'' use of test data. Specific uses and applications were also indicated. Responses favoring a moratorium against standardized testing involved intelligence tests, state-mandated achievement tests, and testing in large school systems or in the primary grades. Fifty-nine percent favored the use of competency testing results to determine high school graduation. (GDC)

ED 177 242 UD 019 795

Napier, Shirley

Multicultural Education, A Concept Paper.

Pub Date- 79
Note-10p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, Cultural Pluralism, Educational Administration, *Educational Improvement, Elementary Secondary Education, Minority Groups, *Multicultural Education, *Political Influences, Public Education, *Social Factors.

This paper explores some reasons why the concept of multicultural education did not exist until recently, what the concept is, and some directions that educational administrators might take to promote cultural pluralism in education. Social and political conditions which led to the idea of multicultural education are reviewed. It is argued that minority group dissatisfaction with the educational system's focus on homogeneity was the stimulus for the development of the concept. Multicultural education is described as a commitment to a social system that will revere human dignity and the worth of the individual. Factors that should be considered by educational administrators in an effort to develop a climate of interest, concern and involvement in multicultural education are outlined. (Author/EB)

ED 177 182 TM 009 603

Barnhart, Cynthia A. And Others
Bloomfield-Barnhart Developmental Reading Mastery Test: Evaluator's Handbook Barnhart (Clarence L.), Inc., Bronxville, N.Y.
Pub Date-78
Note-174p.; Scattered pages in the Evaluator's Handbook will not reproduce legibly because of the small print size
Available from-Clarence L. Barnhart, Inc., P.O. Box 250, 1 Stone Place, Bronxville, New York 10708 (Evaluator's Handbook, $5.00 ea.; Developmental Reading Test, $10.00 ea., multiple copies, $8.00 ea. plus postage)
Pub Type- Tests/Questionnaires (160) - Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Basic Reading, Elementary Education, Mastery Tests, Norms, Oral Reading, Reading Comprehension, *Reading Development, *Reading Level, Reading Skills, *Reading Tests, Records (Forms), *Sequential Reading Programs, *Skill Development, Spelling, Student Testing, Test Interpretation
Identifiers-*Bloomfield Barnhart Developmental Reading Mastery

The Developmental Reading Mastery Test of oral reading, comprehension, spelling, and language skills is based on curriculum materials by the Bloomfield-Barnhart reading program, Let's Read. The non-graded program teaches reading in eleven steps (skill sequences), with corresponding subtests, as follows: (1) shape discrimination, directionality; (2) letter recognition; (3) short vowel monosyllables with a''; (4) with i'', u''; (5) with e'', o''; (6) with simple blends; (7) with consonant clusters and digraphs; (8) regular long vowels and dipthongs; (9) common irregular words and suffixes; (10) irregular vowel spelling patterns; and (11) irregular consonant spelling patterns. The subtests must be administered in this order. The Evaluator's Handbook contains directions for administering, scoring, and interpreting each level. The Individual Pupil Packet contains pretests and posttests for each level, worksheets for recording scores and evaluator comments, and a record form for recording a student's progress at each level. (CP)

ED 177 221 TM 009 777

Bligh, Harold F.
Achievement Testing A Look at Trends.
Pub Date-10 Apr 79
Note-16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, Cognitive Measurement, Curriculum Development, Educational Improvement, *Educational Testing, *Educational Trends, Elementary Secondary Education, Information Dissemination, Norms, Scores, *Standardized Tests, Test Bias, Test Construction, *Testing Problems, Test Interpretation

The strengths and weakness of standardized tests, and trends in achievement testing in the last 15 years are examined. The discussion of achievement tests includes survey, instructional, diagnostic, and basic skills tests, as well as tests used for formative and summative evaluation. Minimum competency tests are not examined in detail. Advantages of the tests are summarized: accuracy, objectivity, comparability, convenience, and efficiency. Multilevel achievement test series recognized as providing comprehensive and continuous measurement from kindergarten through high school. Critics are concerned with procedures for administering, interpreting, and using tests; the emphasis on measurement of cognitive skills; the emphasis on recall rather than analysis, synthesis, and other higher order skills; the reliance on multiple-choice and/or poorly constructed test items; the failure to measure what is being taught; and test bias. It is asserted that criticism has contributed to the improvement of achievement tests. In test development, attention is being paid to: eliminating bias from test items; providing self-scoring or latent image printing tests for more immediate feedback; involving teachers and educational personnel in writing objectives and test items; developing item banks; providing more interpretive and prescriptive information; developing multilevel, scaled score systems; using latent trait models; and providing expectancy tables. The impact of the impetus for truth in testing is still unknown. (MH)

ED 177 265 UD 019 833

The Federal Bureau of Investigation Needs Better Representation of Women and Minorities.

Comptroller General of the U.S., Washington, D.C.
Report No.-FPCD-78-58
Pub Date-10 Jul 78
Note-54p.; Appendices I and II may be marginally legible due to print size
Pub Type- Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Affirmative Action, Employment Patterns, *Employment Practices, *Equal Opportunities (Jobs), Federal Government, *Females, *Government Employees, Job Training, *Minority Groups, Professional Personnel, Racial Discrimination, Recruitment, Sex Discrimination
Identifiers-*Federal Bureau of Investigation

This paper examines the state of employment opportunities for women and minorities in the Federal Bureau of Investigation (FBI). Statistics are presented to illustrate the low representation of women and minorities in professional positions within the FBI and suggestions are made for improving the employment status of these groups. Major areas addressed include FBI policies and practices affecting: (1) the structure and implementation of the Federal government's equal employment opportunity affirmative action program (EEO); (2) employee recruitment, selection, promotion, and training; and (3) the handling of discrimination complaints. Specific strategies for improving EEO program development and administration, for monitoring the FBI's employee selection process for discriminatory practices, and for modifying the FBI's counseling program are discussed. Comments of FBI officials are appended. (EB)

ED 177 159 SP 014 940

McGuigan, F. J., Ed.

Tension Control: Proceedings of the Fifth Annual Meeting of the American Association for the Advancement of Tension Control (Chicago, Illinois, October 28, 29, 1978)

Pub Date-Oct 78

Note-170p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Anxiety, *Behavior Change, Catharsis, Clinical Psychology, Conditioned Response, *Hypertension, Hypnosis, Individual Psychology, Motor Reactions, Operant Conditioning, *Progressive Relaxation, *Psychological Patterns, *Stress Variables

Identifiers-Tension Control

Scientifically validated methods of reducing tension and alleviating tension disorders are reported in the papers presented at this convention. Treatment for the physical manifestations of anxiety such as sleeplessness, speech difficulties, and forgetfulness is described in several papers. The effectiveness of hypnosis and coordination of the psychophysical mechanism of the body are discussed as forms of tension control. Particular attention is paid to methods of training in progressive relaxation. (JD)

ED 177 243 UD 019 796

Dessaur, C. I. Van Vleuten, C. E.

Education and Equality of Opportunity for Girls and Women.

Pub Date-79

Note-38p.; Paper presented at the Standing Conference of European Ministers of Education (11th Session, The Hague, Netherlands, June 10-13, 1979); Not available in paper copy due to weak, light print

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Change Strategies, *Developmental Psychology, *Educational Opportunities, Elementary Secondary Education, Equal Education, *Equal Opportunities (Jobs), *Females, Foreign Countries, Government Role, Higher Education, Public Policy, Sex Differences, Sex Discrimination, *Sex Stereotypes, Social Change

This paper addresses the problems of sex discrimination and sex stereotypes faced by women in education and employment. Several models which are used to explain the current social and cultural status of women are examined and criticized. They include: (1) the biopsychological explanatory model; (2) the psychosocial explanatory model; and (3) the psycho- and socio-cultural explanatory model. Theories concerning the psychological development of women are also critically analyzed. It is argued that these models and theories perpetuate sex discrimination against women in education and employment and that specific action by the government is necessary to provide equal opportunities to women. The issue is further addressed within the context of cultural change and educational policy. Suggestions are made for improving the opportunities available to women. Specific policies that should be considered by the government in order to provide these opportunities are outlined. (EB)

Cross, Christopher
Toward Greater Utility of Title I Evaluation.
Pub Date- Apr 79
Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Compensatory Education Programs, *Evaluation Needs, *Federal Legislation, Federal Regulation, *Government Role, Government School Relationship, Needs Assessment, Policy Formation, *Program Evaluation, Research Utilization
Identifiers-*Elementary Secondary Education Act Title I

Although the evaluation of Elementary and Secondary Education Act Title I programs was mandated with its passage in 1965, the emphasis on evaluation increased in 1974 with the incorporation of Section 151. That section was redesignated in 1978 as Section 183. Section 183 included the directive that evaluations be conducted every third year, to reduce the amount of paperwork generated by yearly evaluations; Congressman Quie moved that evaluations be made on a rotating schedule so that one-third of all school districts would report every year. Section 124(b) of the 1978 act required the yearly needs assessment of all eligible children, and the identification of instructional focus areas and of the special needs of participating children. This section incorporated regulations added by the Lawyers Committee on Civil Rights Under Law and an amendment offered by Congressman John Buchanan. The 1978 amendment also removed the absolute link between low income areas and Title I service. Evaluation was a critical issue in the Education Amendments of 1978 (Public Law 95-561), based upon recommendations made in a General Accounting Office review of the Office of Education's annual evaluation report in 1975. Continued efforts to improve Title I evaluations are expected. (GDC)

ED 177 160 SP 014 941

Standards for the Approval of Teacher Education Programs in West Virginia.

West Virginia State Dept. of Education, Charleston.
Pub Date-79
Note-301p.; For related document, see SP 014 942
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Accreditation (Institutions), *Certification, Educational Objectives, Program Evaluation, *State Standards, *Teacher Education
Identifiers-*West Virginia

Information is provided on the standards for approval of institutions for teacher education in West Virginia and standards for approval of teacher education programs. Programs are listed by subject specialization. Included in this document is a discussion of the philosophy reflected by the standards and the procedures by which programs are approved. (JD)

ED 177 222 TM 009 781

Wilson, Pamela W.

A Comparison of Two Student Instructional Rating Forms Utilizing High-Inference Versus Moderate Inference Items.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstraction Levels, *Behavior Rating Scales, *Course Evaluation, Evaluation Criteria, Higher Education, Item Analysis, Rating Scales, *Student Evaluation of Teacher Performance, *Teacher Behavior, *Test Items, Undergraduate Students

Identifiers-Inference, *Student Instructional Rating System

Two types of items used in student evaluations of college teaching were compared: high-inference items, which require considerable inferring from what is seen or heard in the classroom to labelling of teacher behavior; and moderate-inference items, such as "teacher listens carefully." Two instruments were administered to random halves of five undergraduate marketing classes; one consisted of 20 high-inference items that had consistently loaded on five factors, and the second contained eight high-inference and 10-20 moderate-inference items. The second instrument contained items that were specific to the individual class situations. Item variability, between classes and within classes, was examined. Results indicated that there was no significant difference between the general scale (the Student Instructional Rating System) and the class-specific scale. Although the data were not conclusive, it was suggested that moderate-inference items were more accurate for evaluating instruction than high-inference items. (Analyses of students' satisfaction with the class-specific questionnaire and the class means for each set of items are included, as well as six different rating forms). (GDC)

ED 177 266 UD 019 835

Eggington, Everett

Ethnic Diversity and Attitudinal Variance: A Problem of Classroom Integration.

Pub Date-Apr 79

Note-40p.; Paper prepared for the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Students, *Bus Transportation, Caucasian Students, *Classroom Integration, Elementary Secondary Education, *Ethnicity, Identification (Psychological), Minority Groups, Personality, *Psychological Characteristics, *Racial Differences, Racially Balanced Schools, School Integration, Social Influences, *Student Attitudes

Identifiers-*Kentucky

As a result of the busing plan in effect in Jefferson County (Kentucky), minority children are bused over a longer period than whites and minority children are bused out of their local communities more often than whites. In order to assess possible effects of these different busing patterns, a sample of 464 white and minority middle and high school students from six different schools in Jefferson County (racially integrated through busing) were interviewed to ascertain differences in ethnic identification and propensity toward individuality. A comparison of white students' and minority students' perceptions of "the way society is" and "the way society ought to be" revealed a significantly greater disparity for the white students than for the minority students. A possible explanation for this variance is that minority students must make more profound personal and social adjustments than do whites, particularly because of existing busing patterns. (Author/EB)

ED 177 183 TM 009 616

Degrees of Reading Power. Form A. Directions for Administering and Scoring. New York State Preliminary Competency Test in Reading.

New York State Education Dept., Albany.

Pub Date-79

Note-15p.; New York State Preliminary Competency Test in Reading, Form A was removed prior to submission to the ERIC Document Reproduction Service; For related document, see TM 009 617

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Complexity Level, Elementary Secondary Education, *Minimum Competency Testing, Reading Achievement, *Reading Comprehension, Reading Level, *Reading Tests, Scoring, Screening Tests, State Programs, *State Standards, *Student Testing, Testing Programs

Identifiers-New York, *New York State Preliminary Competency Test Reading

The New York State Preliminary Competency Test in Reading is designed to measure a student's ability to understand written material of varying levels of difficulty. Results are used to evaluate a student's current level of achievement in reading and to indicate the extent of compensatory or remedial help which may be necessary to pass the final Regents competency test in reading. Only instructions for administering and scoring the test are contained in this booklet. The test consists of non-fiction prose passages, each approximately 300 words long, arranged in increasing order of difficulty and covering randomly selected topics. The test consists of 98 items and is untimed. Students' scores are the number of questions answered correctly; there is no penalty for wrong answers. Answer sheets may be scored either by hand or machine. (Author/MH)

ED 177 244 UD 019 797

Report and Recommendations of the Joint Select Committee on School Desegregation to the Ohio General Assembly.

Ohio State General Assembly, Columbus.
Pub Date-Dec 78
Note-74p.; Not available in paper copy due to the print format of the original document; Some pages may not reproduce well
Pub Type- Information Analyses (070) - Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Board of Education Policy, *Bus Transportation, *Citizen Participation, Elementary Secondary Education, Enrollment Trends, *Housing Discrimination, Integration Effects, Integration Methods, Integration Plans, Minority Group Children, *Program Effectiveness, *School Integration, *State Action, Voluntary Integration
Identifiers-*Ohio

This report focuses on six issues having a direct impact on school desegregation in Ohio: (1) State authority to eliminate segregation; (2) desegregation programs within school districts; (3) desegregation plans between school districts; (4) citizen participation; (5) transportation; and (6) housing. The Committee's findings in each of these areas are discussed in detail and recommendations for actions the State might take to make desegregation in Ohio more effective are outlined. Witnesses and resource people providing testimony to the committee are also listed. Appendices include tables showing Ohio school districts with minority enrollments of 10% or more and changing ethnic/racial patterns over a ten year period, an overview of court ordered and voluntary desegregation programs in Ohio, a study of the cost of implementing desegregation plans in sixteen major cities, and a listing of additional policy options. (EB)

ED 177 161 SP 014 942

Supplement: Educational Personnel Preparation Programs. Standards for the Approval of Teacher Education Programs in West Virginia.

West Virginia State Dept. of Education, Charleston.
Pub Date-Jan 79
Note-116p.; For related document, see SP 014 941
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Certification, Curriculum Development, Educational Objectives, Educational Programs, *School Personnel, *Specialists, *State Standards, *Teacher Education
Identifiers-*West Virginia

The focus of this supplement to the Standards for the Approval of Teacher Education Programs in West Virginia is the preparation of specialized educational personnel. Program objectives are described for the following areas educational audiologist, principal, reading specialist, school business official, school counselor, school psychologist, speech language pathologist, superintendent, and supervisor of instruction. (JD)

ED 177 204 TM 009 705

Hattie, John Fitzgerald, Don

A Use of Confirmatory Factor Analysis in the Evaluation of Intelligence Testing Models.

Pub Date-Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Ability, *Cognitive Processes, Elementary Secondary Education, *Factor Structure, *Goodness of Fit, *Intelligence Factors, Intelligence Level, *Intelligence Tests, Mathematical Models, *Models, Verbal Ability
Identifiers-Simultaneous Successive Information, *Wechsler Intelligence Scale for Children (Revised)

Four alternative theoretical models of intellectual competence were assessed, using confirmatory factor analysis to account for the correlation patterns derived from Wechsler intelligence tests. It was argued that the difference between the chi-square goodness of fit statistics that are provided when using confirmatory factor analysis gives a measure of discrimination between models and allows the researcher to assess which model best fits the data. It was found that a model based on Luria and Vernon's theories involving simultaneous and successive processing, verbal and spatial abilities, and attention provided the best fit compared to the three competing models. (A number of bibliographic citations are appended.) (Author/MH)

ED 177 162 SP 014 954

Ankenbrand, Larry J.

Adapting Equipment for the Handicapped.

Pub Date- 79

Note-13p

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adapted Physical Education, *Athletic Equipment, Effective Teaching, Handicapped Children, *Mainstreaming, *Physical Activities, *Physical Education, Teacher Attitudes, *Teacher Developed Materials

Directions are given for making simple sports and play equipment for handicapped children. (JD)

ED 177 184 TM 009 617

Degrees of Reading Power. Manual for Administrators and Teachers. New York State Preliminary Competency Test in Reading.

New York State Education Dept., Albany.
Pub Date-79
Note-26p.; For related document, see TM 009 616
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cutting Scores, Elementary Secondary Education, *Minimum Competency Testing, Raw Scores, Readability, Reading Achievement, *Reading Comprehension, Reading Level, *Reading Tests, *Remedial Reading Programs, Scoring, Screening Tests, State Programs, *State Standards, Student Testing, Testing Programs, Test Results
Identifiers-New York, *New York State Preliminary Competency Test Reading

The administrators' and teachers' manual for the New York State Preliminary Competency Test in Reading provides information on the student population to be tested; the degrees of reading power (DRP) methodology to measure students' reading comprehension; the test content; and the state reference point, a cutoff score expressed in terms of readability which identifies students who need remediation. Instructions are also given for notifying parents and students about test results and for required record keeping. Also included are guidelines for organizing reading programs; assisting students who score below the cutoff; and using test results to facilitate student learning. Simple letters to be sent to parents indicating test scores are appended. (MH)

ED 177 223 TM 009 793

Ellett, Frederick S., Jr.

The Foundations of Educational Evaluation.

Pub Date-Apr 79
Note-45p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Assessment, Ethical Values, *Evaluation Methods, Evaluators, *Models, Norms, Objectives, *Program Descriptions, Program Evaluation, Research, Scientific Methodology, Social Science Research, Taxonomy, *Theories

The structure and foundations of educational evaluation activities are explained. Evaluation theories are divided into descriptive or empirical, and normative. Descriptive theory is defined as explaining phenomena, rather than being based on normative premises. It is referred to as educational evaluation analysis and is classified as a social science activity which studies a particular set of occurrences. Normative theories are based on defining the applicability of certain educational activities and the methods by which these activities should be conducted. They are used to make value judgments of programs or activities, and to prescribe the criteria which govern an evaluator's responsibilities. Five kinds of normative theories are discussed: (1) empirical hypothesis testing; (2) use of the principles of measurement and research methodology; (3) organization of the principles to approach the evaluation problem; (4) provision of useful information to decision makers; and (5) rational and ethical evaluation. It is concluded that educatioal evaluation is a practical activity which should be grounded in empirical tests and rational and ethical principles. (MH)

Long, Samuel

Urban Adolescents and the Political System: Dimensions of Disaffection.

Spons Agency-Yale Univ., New Haven, Conn.

Pub Date-Apr 79

Note-29p.; Paper prepared for the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); For a related document see UD 019 799

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Demography, *High School Students, *Political Attitudes, *Political Socialization, Secondary Education, *Student Alienation, *Student Attitudes, *Student Characteristics, Urban Schools

Identifiers-Connecticut (Hartford)

This study is concerned with adolescents' response levels on seven measures of political alienation: powerlessness, discontentment, cynicism, detachment, hopelessness, elitism, and democratic deficiency. Using a random sample of 269 Hartford, Connecticut high school students surveyed in May 1976, political alienation levels are found to be relatively high, with 55 percent of the sample expressing political dissaffection. Intercorrelations between the seven political alienation indicators show all measures to be highly associated with one another. Furthermore, two underlying dimensions, one system-oriented and the other individual-oriented, emerge when the seven alienation indicators are factor analyzed. Finally, a multiple regression analysis indicates that demographic-categoric factors have a negligible effect on adolescents' political alienation levels. Three possible political alienation antecedents are discussed in relation to possible means by which the educational system might contend with student political alienation. (Author)

ED 177 267 UD 019 836

Beckum, Leonard C.

Desegregation/Integration: Help or Hindrance in Overcoming Black School Failure.

Pub Date-11 Apr 79

Note-24p.; Paper prepared for the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979) and a symposium on "The Phenomenon of Black School Failure," sponsored by the Special Interest Group: Research Focus on Black Education

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Students, Discipline Policy, *Educational Improvement, Elementary Secondary Education, *Equal Education, *Failure Factors, Inservice Teacher Education, Integration Effects, Minority Group Teachers, Race Relations, *School Integration, *Social Science Research, Student Needs, Teacher Role

This paper examines the kinds of information and guidance that social scientists have contributed to school desegregation efforts and discusses some of the problems that remain to be overcome if desegregation is to be equitable. It is argued that research on desegregation has failed to address the important issues and that quantitative, panoramic studies do not take into account all of the variables involved in desegregation. It is suggested that clearly focused studies (which examine racial interaction at school sites, within classrooms, or between individual teachers and students) provide more significant data about desegregation. Such data, it is held, will help educators to develop new ways of addressing the educational needs of minority and economically disadvantaged students, particularly in such areas as discipline policy, the hiring of minority staff members, and inservice training for teachers and administrators. Bibliographies on academic performance and adjustment in desegregated schools and on general issues in school desegregation are appended to this paper. (EB)

Coursey, Leon N.

Black Physical Educators and Utilitarianism.

Pub Date-Mar 79
Note-27p.; Paper presented at the National Association of Sports and Physical Education History Academy Meeting (New Orleans, Louisiana, March 16, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Leadership, *Black Role, Civil Rights, Educational History, *Physical Education, *Professional Personnel, Social Discrimination

The contributions of black professional personnel to the field of physical education are enumerated and described. The careers of Anita J. Turner, Edwin B. Herderson, and Albert J. Overly in particular are examined. The ability of a minority group to provide significant leadership in an educational field is discussed, and the challenge still before black physical educators is presented. (LH)

ED 177 205 TM 009 707

Marsh, Herbert W. Overall, J. U.

Validity of Students' Evaluations of Teaching: A Comparison with Instructor Self Evaluations by Teaching Assistants, Undergraduate Faculty and Graduate Faculty.

Pub Date-Apr 79
Note-39p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979); Appendices marginally legible
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Faculty, Course Evaluation, *Effective Teaching, Evaluation Criteria, Factor Analysis, *Faculty Evaluation, Graduate Students, Higher Education, Reliability, *Self Evaluation, *Student Evaluation of Teacher Performance, Teaching Assistants, Undergraduate Students, *Validity
Identifiers-Interrater Reliability, *Multitrait Multimethod Techniques

College instructors evaluted the quality of their own teaching and were evaluated by their students in 331 different courses. Student evaluations of teaching correlated with instructor self evaluations in courses taught by teaching assistants, in undergraduate courses taught by faculty, and in graduate level courses, demonstrating their validity at all levels of university teaching. Both student and instructor ratings were reliable, and separate factor analyses indicated that the same nine evaluation factors influenced both sets of ratings: learning/value; instructor enthusiasm; organization; group interaction; individual rapport; breadth of coverage; examinations/grading; value of assignments; and workload/difficulty. Student-instructor agreement on each factor was independent of the factor's agreement with other factors. While correlations between student and instructor ratings on the same factors were high, correlations between their ratings on different factors were low. This finding supports the distinctiveness of the different factors, as well as the use of multifactor evaluation instruments developed with the use of factor analytic techniques. These findings establish the validity and accuracy of student evaluations at all levels of university teaching, and suggest the possible usefulness of instructor self evaluations. (Questionnaires are appended.) (Author/MH)

Dennis, Lyman C., II Janken, Janice K.
The Relationship Between Nursing Education and Performance: A Critical Review. Nurse Planning Information Series 8.
Medicus Systems Corp., Washington, D.C.
Spons Agency-Health Resources Administration (DHEW/PHS), Hyattsville, Md. Div. of Nursing
Report No.-HRA-79-38
Pub Date-Feb 79
Contract-231-77-0121
Note-58p.
Available from-National Technical Information Service, 5285 Port Royal Rd., Springfield, Va. 22161 ($5.25 hardcopy; $3.00 microfiche)
Language-English; Spanish
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Education, Certification, *Degrees (Titles), Employment Opportunities, Medical Education, *Nurses, *Performance Factors, *Professional Training, Program Evaluation

This monograph examines the effect that type of education has on nursing performance. It explores the issue of whether or not nurses educated in diploma, baccalaureate, and associate degree programs differ in their practice of nursing and, if so, in what ways. A proposed change in the training of nurses is noted, namely to reorganize nursing into two groups: professional nurses and technical nurses. The title of professional nurse would be reserved for graduates of baccalaureate programs. The two categories of nurses would be held responsible for different competencies. (JD)

TM

ED 177 185 TM 009 626

Thornton, Philip

Impact of ESEA Title I Programs on Education in West Virginia. Final Report. Fiscal Year 1977-78.

West Virginia State Dept. of Education, Charleston. Bureau of Planning, Research, and Evaluation.

Note-106p.

Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Achievement Gains, Compensatory Education Programs, Elementary Secondary Education, Evaluation Methods, Mathematics, Models, *Norm Referenced Tests, *Participant Characteristics, *Program Evaluation, Reading Achievement, *State Programs, Testing Programs

Identifiers-*Elementary Secondary Education Act Title I, Normal Curve Equivalent Scores, *RMC Models, West Virginia

A statistical view was compiled of the impact of Elementary and Secondary Education Act (ESEA) Title I programs on student achievement in 45 of the 55 West Virginia county school districts between 1977-78. The RMC Model A-1 design was used by each district. Nationally normed achievement tests were administered for pretesting and posttesting of the treatment group. The report contains descriptions of: (1) the national effort to develop a system for aggregating outcome data from diverse programs; (2) the state effort to implement the RMC Model A-1 evaluation model; (3) the state's implementation process; and (4) Title I program outcomes presented in terms of the normal curve equivalent (NCE). Title I participant achievement is presented as the change in mean gain scores in NCEs. Mean gain scores are reported by the following variables: subject, grade, time spent in the program, method of presentation, and dates of the pretest and posttest. Additionally, data are provided on the number of participating students, the number of tested students, and the cost of the program. (Author/MH)

ED 177 224 TM 009 795

Studebaker, Diana P. And Others

Evaluation Training Materials the State of the Art.

Pub Date-9 Apr 79
Note-56p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979); For related documents, see ED 143 702 and ED 150 166
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Development, Educational Assessment, Educational Needs, *Evaluation, *Evaluation Methods, Evaluators, *Instructional Materials, Models, *Professional Training, Program Evaluation, Research Problems, *Resource Guides, Summative Evaluation
Identifiers-Analysis of Evaluation Training Materials Project, Guide to Evaluation Training Materials

Following an overview of the need for evaluation training, the Analysis of Evaluation Training Materials Project is described and the coverage, methodology, and usability of materials available for training educational personnel in evaluation skills are considered. Problem areas in evaluation, identified by the National Institute of Education (NIE), are being addressed through the preparation of a two-volume guide, the Guide to Evaluation Training Materials.'' Volume I is a compilation of materials developed with federal funds, and volume 2 includes materials from a wide variety of sources which were selected, based on a conceptual map characterizing areas of evaluation and their interrelationships. The two-volume guide is considered useful for: (1) providing comparative data on evaluation and training materials; (2) indicating the variety of producers of materials, such as national, state, or local education agencies; professional associations; private research and development agencies, institutes, or centers; academic institutions; and consultants; (3) exemplifying which aspects of evaluation are being covered; (4) indicating the audience for these materials; and (5) analyzing methods appropriate for teaching evaluation. A list of products reviewed in the two-volume guide is appended, as well as the review formats and examples. (MH)

ED 177 246 UD 019 799

Long, Samuel

Urban Adolescents' Assessments of the Political System's Performance.

Spons Agency-Yale Univ., New Haven, Conn.
Pub Date-Apr 79
Note-22p.; Paper prepared for the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); For a related document see UD 019 798
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Demography, *High School Students, *Political Attitudes, *Political Socialization, *Politics, Secondary Education, Student Alienation, *Student Attitudes, Student Characteristics, Urban Schools

. In a May 1976 study of 269 Hartford, Connecticut high school students, four fundamental questions were investigated. First, what is the source of responsibility for the present state of the political system? Second, using a four-dimensional attributional scheme to measure such responsibility, what is the underlying structure of such attributed responsibility? Third, what are the categoric-demographic effects on such attributions of responsibility? Fourth, what are the attitudinal antecedents of such responsibility attributions? The findings of this study are discussed within the context of extant research on attribution processes and the implications of these findings for the educational system are considered. (Author)

ED 177 268 UD 019 841

The Great Exchange of People Between Cities and Suburbs in the 1980s: Implications for Education.

Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Blacks, Economically Disadvantaged, Economic Factors, *Educational Problems, Elementary Secondary Education, Housing, Middle Class, *Migration Patterns, *Population Trends, Relocation, Residential Patterns, *Social Change, *Social Differences, Suburban Schools, Urban Population, Urban Schools, *Urban to Suburban Migration

Housing and social conditions in urban America suggest a major shift of the inner city poor to the older suburban neighborhoods. This paper explores that anticipated massive population exchange and suggests ways to measure its effect on the schooling process. The concern here is that thousands of poor city dwellers will relocate to the suburbs and thousands of middle class suburban dwellers will relocate in the inner city. The urban middle class influx is already being encouraged by cities' efforts to acquire Federal mortgage money. This population shift will involve a shift in both class and racial composition that will cause social problems for receiving schools in both community types, the inner city and suburbs. Now is the time to plan for this population shift, not in the middle of the confusion that is certain to come. (Author/EB)

ED 177 186 TM 009 629

The Development of a Survey Instrument Codebook.

Western Michigan Univ., Kalamazoo. School of Education.
Pub Date-77
Note-13p.
Pub Type- Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Codification, *Data Processing, *Input Output, Item Analysis, *Questionnaires, Recordkeeping, Records (Forms), *Scoring, *Surveys, Test Construction, Testing, Test Interpretation, Test Results
Identifiers-*Test Manuals

When survey data are analyzed by computer, a codebook is necessary to show how raw scores are translated to computer-usable form. When data are tabulated by hand, the need for a codebook depends upon the number of respondents, the number and complexity of items, and the types of statistical manipulations required. During the process of coding, numerical symbols are assigned to quantify the words, phrases, figures, and symbols recorded as responses to the questionnaire. Coding also describes the location of variables in the computer data file. A carefully compiled codebook should prevent bias in the recording of responses and reduce errors in processing, statistical analysis, or interpretation of results. The codebook contains three sections: (1) introduction descriptive information about project staff, data storage, and computer specifications; (2) coding classification system details about recording the alternative responses to an item; and (3) conclusion explanation of unusual situations, such as the handling of missing data. A codebook is compiled in eight steps: write introduction; edit returned surveys; consult with the researcher; prepare survey instrument; state possible responses; assign codes; list frame numbers; and check for quality control. (A four-page sample codebook is appended.) (GDC)

ED 177 206 TM 009 708

Hiscox, Suzanne B. Williams, Barbara I.

When You Don't Plan To Be There Long: Evaluating Title I Mastery Learning Programs.

Pub Date-Apr 79

Note-54p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Achievement Gains, Attrition (Research Studies), *Compensatory Education Programs, Data Collection, Disadvantaged Youth, Elementary Secondary Education, *Evaluation Methods, Mainstreaming, *Mastery Learning, Models, Observation, *Program Evaluation, Scores, *Student Mobility, Student Testing, *Testing Problems, Testing Programs

Identifiers-Elementary Secondary Education Act Title I, *RMC Models

Options are suggested for using and expanding upon the RMC models for evaluating the effectiveness of Title I mastery learning programs with planned high turnover of students. Examples are given of uses of the diagnostic and reporting systems for program planning and decision making. It is suggested that consideration be given to: (1) determining who to pretest and posttest; (2) whose scores to report; and (3) determining whether the data which are collected represent the program. Suggestions are also made for answering two additional questions related to mastery programs: whether mainstreamed students maintain their achievement, and the program's impact on students who are not mainstreamed. Procedures are recommended for evaluating mainstreamed students: student profiles; skills testing; normed achievement tests; records of mainstreamed students referred back to Title I programs; and comparison of students' grades before and after Title I program participation. To determine program impact on non-mainstreamed students, suggestions are made for using student profiles and attendance records. To document what occurs within the program, studies of time allocation and descriptions of instructional activities through self reports and observations are recommended. (Sample student and class profiles, based upon the Alaska Instructional Diagnostic System (AIDS), are appended.) (MH)

ED 177 247 UD 019 801

Robinson, Christine E.

Vietnamese Refugee Students and Interethnic Communication.

Pub Date- 79
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Factors, *Cultural Interrelationships, Ethnic Groups, Ethnicity, *Identification (Psychological), *Indochinese, *Interaction Process Analysis, *Interpersonal Relationship, Racial Factors, *Social Relations

This paper examines the interaction patterns of adult Vietnamese refugees participating in a job training program. Emphasis is placed on the relationship of interaction patterns to social identity and the criteria people use to determine both their social identity and their social interaction. Descriptions of the interaction patterns of the program participants include hypotheses about the influence of sex, age, race or nationality, and language on interaction patterns and social identity. One of the basic hypothesis presented is that people interact with those who seem to be somewhat like themselves and that very limited criteria are used to determine social interactions. It is also hypothesized that people who seek to interact with those who differ in key areas such as race, native language, and culture do so because they find such interaction more interesting or more suited to their social identity. (Author/EB)

ED 177 269 UD 019 842

Spilotro, Mary, Ed.

Study Guide on Italian-Americans.

United Federation of Teachers, New York, N.Y.

Pub Date-79

Note-374p.; Guide prepared by the Italian-American Studies Committee

Available from-United Federation of Teachers, 260 Park Avenue South, New York, New York 10010 ($5.00 members; $7.00 non-members)

Pub Type- Guides - General (050)

Document Not Available from EDRS.

Descriptors-*Acculturation, *Culture, Elementary Secondary Education, Ethnicity, *History, *Immigrants, *Italian Americans, Learning Activities, Lesson Plans, Resource Materials, *Social Integration

This curriculum guide contains information, materials, and resources dealing with Italian Americans and Italian American culture. The guide is organized into 5 units, each presenting a major theme related to the history of Italian Americans from their immigration to their integration into American society. Each unit provides historical and sociological information, sample lesson plans which demonstrate how key social science concepts can be developed from the content, and a series of suggested learning activities for elementary and secondary levels. Illustrations and an annotated and general bibliography are provided. (EB)

ED 177 165 TM 007 428

Colbert, C. Dianne

A Process for Identifying, Observing and Describing Classroom Teacher Behavior.

Pub Date-Feb 78

Note-8p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (58th, February 1978)

Pub Type- Speeches/Meeting Papers (150) -- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Classroom Observation Techniques, Classroom Research, Conventional Instruction, *Critical Incidents Method, Effective Teaching, Elementary Secondary Education, Open Plan Schools, *Student Teacher Relationship, *Teacher Behavior, Teacher Evaluation, *Teacher Role, *Teaching Skills

To develop a comprehensive teacher observation instrument, 56 school practitioners submitted 200 critical incidents descriptions and judgments of their observations of teacher-pupil interactions in the classroom. Five teacher roles emerged: instructional facilitator; instructional manager; instructional evaluator; instructional designer; and diagnostician. Because the instrument was designed to observe student-teacher interaction, it focused on the first two roles. The instrument recorded five context variables: time of day or week; subject matter; lesson type introduction, review, or conclusion; size of instructional group; and teaching style open plan vs. traditional classroom. A pilot study showed a distinct difference in teaching behavior patterns between open and traditional classrooms. (A sample data sheet for recording teacher behavior is appended.) (CP)

ED 177 225 TM 009 812

Taylor, Hugh

Construction, Administration and Analysis of a Classroom Test.

Pub Date-11 Apr 79

Note-39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979) ; Best copy available

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Assignments, Cognitive Objectives, *Education Courses, English Education, Foreign Countries, Higher Education, Item Analysis, *Measurement, Multiple Choice Tests, Senior High Schools, Teaching Methods, *Test Construction

Identifiers-Canada, *Teacher Developed Tests

The Evaluation of Student Achievement is a course required of all education majors at the University of Victoria, British Columbia, Canada. It covers construction of classroom objectives and related test items, test administration, item analysis, statistical analysis, and assignment of grades. Among other assignments, students were required to: (1) define 3-5 cognitive objectives and learning outcomes; (2) develop a related test, with at least 30 multiple-choice items; (3) administer the test to their student-teaching classes; and (4) revise at least five items after computing item difficulty, item discrimination, and frequency of distractor choices. (A sample student project, related to teaching the novel and short story in grade 10; a project rating sheet; and the course outline are included.) (CP)

ED 177 248 UD 019 803

Bennett, Clifford T. Dwig[illegible]argaret L.

Literacy and Liberty: The Development of Public School Education For Blacks During Reconstruction.

Pub Date- 79
Note-14p.; Not available in paper copy due to weak, light print
Pub Type- Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Black Education, *Church Role, Civil War (United States), Educational Development, *Educational History, *Educational Opportunities, Elementary Secondary Education, Freedom Schools, Higher Education, Majority Attitudes, *Private Financial Support, Racial Segregation, *Southern States, United States History
Identifiers-*Freedmens Bureau

This paper describes black education during the Antebellum period and focuses on the efforts of the Freedmen's Bureau, philanthropic organizations, and the church to provide equal educational opportunities for blacks. It is pointed out that, before the Civil War, basic forms of education were provided to a few blacks by black and white ministers, benevolent slave masters, and free blacks. Through review of black educational development after the Civil War, it is shown that the establishment of free schools by the Freedmen's Bureau met with much resistance from whites, and that the only education available to blacks was provided in segregated educational institutions established by churches and philanthropic organizations. It is concluded that racial solidarity and self-help were major factors in the development of public school education for blacks in the South and in the border States. (EB)

Private Sector Affirmative Action: Omaha.

Nebraska State Advisory Committee to the U.S. Commission on Civil Rights.

Spons Agency-Commission on Civil Rights, Washington, D.C.

Pub Date-Mar 79

Note-52p.

Pub Type- Information Analyses (070) - Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Affirmative Action, Business, Community Agencies (Public), *Employment Opportunities, Employment Patterns, *Employment Practices, Employment Programs, Employment Services, *Equal Opportunities (Jobs), *Females, Government Role, *Minority Groups, Occupational Mobility, Recruitment

Identifiers-*Nebraska (Omaha)

This report examines the state of employment opportunity for women and minorities in Omaha, Nebraska. The economic setting of Omaha is described. The two key segments of affirmative action in Omaha, recruitment and career ladder opportunities, are discussed. The role of pre-employment programs such as the job service, schools, apprenticeship programs, and private agencies such as the National Alliance of Businessmen are examined. Data on actual employment practices of Omaha employers are presented. The efforts of employers, Federal agencies, and community groups to make affirmative action programs work are reviewed. Findings and recommendations made by the Advisory Committee concerning the improvement of employment opportunities and status of women and minorities are outlined. (EB)

Edwards, Teresa A. And Others

A Factor Analysis of the BSRI and the PAQ.

Pub Date-Aug 78
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-September 1, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Androgyny, *Factor Structure, Higher Education, Individual Characteristics, *Personality Tests, *Sex Differences, *Sex Role, Sex Stereotypes, Test Validity
Identifiers-*Bem Sex Role Inventory, Construct Validity, *Personality Attributes Questionnaire

Factor analysis of the Bem Sex Role Inventory (BSRI) and the Personality Attributes Questionnaire (PAQ) was undertaken to study the independence of the masculine and feminine scales within each instrument. Both instruments were administered to undergraduate education majors. Analysis of primary first and second order factors of the BSRI indicated that no masculine or feminine factor existed for the instrument as a whole, although several factors appeared to be sex-typed. First order factors were empathy, leadership, trustworthiness, independence, assertiveness, and unpredictable self-centeredness. The BSRI also contained items reflecting social desirability. Factor analysis of the PAQ did not show separate and independent masculine and feminine scales, and only the empathy factor appeared to be sex-typed. Other first order factors were emotion, aggressiveness, and self confidence. Although both questionnaires were based on the assumption of independent male and female scales for conceptual and psychometric purposes, these independent factors were not identified in this study. (MH)

ED 177 207 TM 009 709

Strand, Theresa

Who Said What About Title I Evaluation at the AERA/NCME Annual Meeting, Toronto, March, 1978: Summaries of Selected Papers.

Pub Date-Oct 78
Note-14p.
Pub Type- Collected Works - Proceedings (021) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Gains, Compensatory Education Programs, Educational Testing, Elementary Secondary Education, *Evaluation Methods, *Models, *Program Evaluation, Research Design, *Research Problems, Testing Problems
Identifiers-Elementary Secondary Education Act Title I, *RMC Models, *Title I Evaluation and Reporting System

Twenty-six papers concerning Elementary and Secondary Education Act Title I program evaluation presented at the 1978 American Educational Research Association/National Council on Measurement in Education meeting are summarized. Speakers from the federal government are: C.T. Cross (see ED 156 695); R.L. Fishbein; and D. Ozenne. State department of education speakers are D.R. Kearns of Arizona and R.O. Maye of Illinois. Speakers from local school districts are J.A. Arter and G. Estes (ED 170 332); C.R. Crowder and E.J. Gallas (ED 155 212); S. Powers and E.J. Gallas (ED 155 211); H.B. Slaughter and E.J. Gallas (ED 155 213); and S.H. Davidoff and C.R. Iwamoto. University representatives include F.X. Archambault and R.G. St. Pierre (Ed 152 953); R.M. Jaeger (ED 164 550); R.L. Linn (ED 156 696); G.K. Mandeville (ED 159 224); J. Long et. al. (ED 161 914); and D.E. Wiley. Speakers from the RMC Research Corporation are L.A. Dougharty and L.S. Kilibanoff; and G.K. Tallmadge and D.P. Horst (ED 155 204). Representatives of regional technical assistance centers are B.L. Anderson; G. Echternacht; G.D. Estes and J.I. Anderson (ED 164 601); J. Haenn and D.C. Proctor (ED 171 728); J.B. Hansen; S.B. Hiscox and T.R. Owen (ED 166 258); A.J. Stenner et. al. (ED 169 072); and K.O. Yap (ED 167 622). (GDC)

ED 177 226 TM 009 816

Hively, Wells And Others

Domain-Referenced Curriculum Evaluation: A Technical Handbook and a Case Study from the MINNEMAST Project. CSE Monograph Series in Evaluation, 1.

California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date-73
Note-109p.; Appended item forms may be marginally legible
Pub Type- Reports - General (140) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Achievement Tests, *Criterion Referenced Tests, *Curriculum Development, *Curriculum Evaluation, *Educational Assessment, Educational Objectives, Educational Testing, Elementary Education, Elementary School Mathematics, Elementary School Science, Evaluation Methods, Evaluation Needs, Experimental Curriculum, Individual Tests, Item Banks, Item Sampling, *Test Construction, Test Interpretation, Test Items
Identifiers-*Domain Referenced Tests, *Minnesota Mathematics and Science Teaching Project

A technology for domain or criterion referenced testing was developed to evaluate the Minnesota Mathematics and Science Teaching Project (MINNEMAST) in grades K-6. The venture was influenced by the low achievement of MINNEMAST students on standardized tests. After instructional objectives were selected and operationally defined, corresponding test items for each course unit were developed. As the collection of items grew, they were arranged in formal tables called item forms. Item forms served two basic purposes: they obviated the need to store individual items, by substituting a set of written rules through which items could be generated when needed; and they enabled the relationships among items to be traced by specifying item characteristics, including stimulus and expected response, and instructions for administering and scoring. The test was actually an ordered set of items administered individually according to a matrix sampling design. Because each child received different item sets, there were as many tests as children sampled. Results were interpreted in terms of patterns of responses to item sets with related stimulus and response characteristics. (Recommendations for curriculum development and evaluation, sample item forms, and a sample interpretation of test results are included.) (CP)

ED 177 166 TM 008 500

APGA Policy Statement: Responsibilities of Users of Standardized Tests.

American Personnel and Guidance Association, Washington, D.C.

Pub Date-5 Oct 78

Note-8p.

Journal Cit-Guidepost; p5-8 Oct 5 1978

Pub Type- Legal/Legislative/Regulatory Materials (090) -- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Codes of Ethics, Counselors, Examiners, Information Utilization, Policy Formation, *Psychological Testing, Qualifications, Scoring, *Standardized Tests, Standards, Testing, *Test Interpretation, *Test Results, *Test Selection

Identifiers-*American Personnel and Guidance Association

This statement presents the position of and addresses the needs of the professional members of the American Personnel and Guidance Association (APGA) divisions and regions. The seven sections discuss: (1) the development of the statement; (2) guidelines for avoiding charges of irresponsible practice; (3) qualifications of test users (those who select, administer, score, or interpret tests); (4) test selection; (5) test administration; (6) test interpretation including scores, norms, reliability, and validity; and (7) communication of test results. (CP)

ED 177 249 UD 019 804

Doyle, Richmond And Others

Civic Crisis - Civic Challenge: Police-Community Relations in Memphis.

Tennessee State Advisory Committee to the United States Commission on Civil Rights.

Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Aug 78
Note-138p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-City Officials, Civil Rights, Community Attitudes, *Community Problems, Federal Government, *Government Role, *Law Enforcement, *Minority Groups, Police, *Police Community Relationship, *Public Policy, Racial Discrimination
Identifiers-*Tennessee (Memphis)

This report identifies and analyzes the problems that exist between the community and police in Memphis and offers recommendations toward their solution, focusing on a review of allegations of police misconduct. Major issues addressed include: (1) police policies and practices that affect relations with the community; (2) the Memphis community's perspective of police treatment of citizens, especially minority citizens; and (3) past efforts to improve police-community relations in Memphis, including the involvement of the Federal government. Evidence is presented to show that misconduct on the part of some Memphis police goes virtually unpunished by either police or city and local officials. Numerous recommendations for the improvement of police-community relations are directed toward the community at large as well as local and police officials. Recommendations are also made concerning the responsibility of the Federal government in preventing and combating the systematic denial of rights, including discrimination on the basis of race, in the administration of justice by local law enforcement officials. (Author/EB)

ED 177 271 UD 019 848

Alexander, Karl And Others

School SES Influences Composition or Context.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-CSOS-R-280
Pub Date-Jul 79
Grant-NIE-G-78-0210
Note-38p
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Aspiration, *College Bound Students, Grade 12, *High School Students, Institutional Characteristics, Parental Background, Peer Relationship, *School Environment, Senior High Schools, *Socioeconomic Influences, *Socioeconomic Status, Surveys

This study uses a representative sample of 3050 twelfth grade students from 18 schools to examine the ways in which the socioeconomic composition of a school is related to its students' educational plans. The basic premise investigated is that students attending schools with a greater proportion of high socioceconomic status (SES) students are more likely to go to college than those attending schools with a large proportion of low socioeconomic status students. Related theories and research studies are reviewed. A model is presented which focuses on three possible influences: (1) school climate; (2) peer relationship; and (3) placement in a college preparatory curriculum. This model is analyzed to distinguish contextual'' from compositional'' effects. Results indicate that the contextual'' impact of a school's average SES level on student educational plans is minor. (Author/EB)

ED 177 167 TM 008 516

Smith, Sandra E. And Others

When Is An F-ratio Not an F?

Pub Date-Mar 78
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Available from-Department of Educational Psychology, University of Wisconsin, 1025 West Johnson Street, Madison, Wisconsin 53706
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Analysis of Variance, *Hypothesis Testing, *Reliability, Research Problems, Statistical Analysis, *Tests of Significance
Identifiers-*F Test

A correction of the standard F-ratio for unreliability of the dependent measure has recently been proposed by Winne; the rationale is analogous to that of correcting a correlation for attenuation. However, there are two problems associated with Winne's correction of which potential users should be aware. First, the corrected statistic, F*, has been incorrectly derived; and second, it has been assumed without evidence that F* is distributed as is the common F-ratio. These problems are illustrated (via Monte Carlo procedures) and solutions are suggested. (Author/JKS)

ED 177 188 TM 009 631

Gaa, John P. Liberman, Dov

Comparison of Categorical Assignments of the BSRI and the PAQ.

Pub Date-Aug 78

Note-11p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-September 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Androgyny, Comparative Testing, Higher Education, Individual Characteristics, *Personality Tests, Sex Differences, *Sex Role, Sex Stereotypes, *Test Interpretation, *Test Validity

Identifiers-*Bem Sex Role Inventory, Construct Validity, *Personality Attributes Questionnaire

The degree of agreement between the Bem Sex Role Inventory (BSRI) and the Personality Attributes Questionnaire (PAQ) in assigning sex role categories was investigated by administering both instruments to undergraduate education majors. As a result of scoring, subjects were classified as androgynous, masculine, feminine, or undifferentiated. It was concluded that the BSRI and the PAQ failed to identify large percentages of subjects as belonging to the same sex role categories; therefore, doubts were raised about the concept of androgyny, as well as the extent to which the different instruments measure the same constructs. There are problems in categorizing individuals differently according to the norms used, and in determining the actual sex role identity of individuals. (MH)

ED 177 208 TM 009 713

Simmons, Robert M.

State Minimum Competency Testing: A Survey.

Pub Date-79
Note-13p
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Standards, Elementary Secondary Education, Graduation Requirements, *Minimum Competency Testing, *National Surveys, Program Development, *State Programs, State Standards, *Testing Programs, Test Selection
Identifiers-United States

Information regarding state minimum competency testing programs was requested from the 50 state departments of education in the United States in the spring of 1979. The following questions were asked: (1) Do you have a testing program? (2) If you do, what tests are being used? (3) Do you have a testing program in the planning stages? (4) Are there publications describing your program? and (5) How can sample copies of your state's tests be acquired? Responses were received from 41 states; the sample tests and supporting materials which were contributed have been placed in the Curriculum Library, Clement C. Maxwell Library, Bridgewater State College, Bridgewater, Massachusetts. Twenty states reported existing competency testing programs, and 15 reported programs in the planning stage. (Eight pages of this document provide one-paragraph summaries of the testing programs and policies in the following states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nebraska, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, and Wyoming.) (GDC)

ED 177 168 TM 008 778

Bender, David S.

Sex Role Development and Achievement of Adolescents in Ireland.

Pub Date-Apr 79
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Academic Aspiration, Age Differences, *Aspiration, Assertiveness, Attitude Tests, Cross Cultural Studies, Cultural Differences, Expectation, Foreign Countries, Occupational Aspiration, Parent Attitudes, *Role Perception, Secondary Education, Self Evaluation, *Sex Differences, *Sex Role, *Sex Stereotypes, Social Differences, Student Attitudes
Identifiers-*Ireland

A 120-item questionnaire was administered to 750 Irish adolescents, aged 12-17. It measured sex differences in the following variables: academic achievement; educational and occupational aspiration; self-assessment of achievement; assertiveness; and stereotypes toward adult roles and three achievement-related traits (striving, competence, and independence). Findings indicated that: (1) girls, as a total sample and by social class, achieved higher grades than boys; (2) grades declined with age for both sexes; (3) educational aspiration reflected occupational choice rather than aspired level of schooling; (4) adolescents perceived similar educational expectations from both parents, but contrary to parents' expectations, many girls aspired to postsecondary education; (5) neither girls nor boys downgraded their achievement; (6) non-assertive behavior was associated with low grades for both sexes and for most females; (7) over 60% of both sexes had stereotyped perceptions of achievement-related traits; and (8) boys were more likely than girls to perceive stereotyped adult sex roles. It was concluded that the achievement and sex role development of Irish youth were similar to their American counterparts. (CP)

ED 177 227 TM 009 840

Desjarlais, Lionel

Etude Analytique des Instruments de Testing Employes Pour Evaluer les Progres des Eleves et des Moyens de Communiquer les Resultats aux Parents. L'Evaluation du Rendement Scolaire, pour Cycles Primaire et Moyen. (An Analytical Review of Test Instruments Used to Test Employees for Evaluating Pupil Achievement in the Primary and Junior Divisions and for Communicating the Results to Parents. The Evaluation of Scholastic Output for the Primary and Junior Divisions.)

Ontario Dept. of Education, Toronto.
Pub Date-77
Note-174p.; For related documents, see ED 157 948 and TM 009 231; Document is written in French with a 22-page summary in English
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Canada M7A 1L2, Canada ($3.00)
Language-French
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Achievement Tests, Administrator Attitudes, Criterion Referenced Tests, Educational Assessment, Elementary Education, Elementary School Curriculum, Foreign Countries, *French, Information Utilization, Parent Attitudes, *Parent School Relationship, Standardized Tests, *State Surveys, *Student Testing, Teacher Attitudes, Testing Programs, Test Results, Test Reviews, Test Selection
Identifiers-Canada, *Ontario

A survey was conducted among Ontario, Canada teachers, administrators, and parents regarding the following aspects of French-language achievement testing: which standardized and criterion-referenced tests were used; who developed the tests; how test results were used; how school boards communicated test results to parents; what trends existed in achievement testing; and how French-language standardized tests compared with Ontario's educational objectives. Seven tests in the French language and three in English were identified; it was concluded that access to more tests was needed. Few school boards had developed their own tests, and teachers and parents supported increased board control of achievement testing. Teacher-developed tests, generally objective tests, were widely used, in spite of the teachers' lack of expertise in test construction. Test results were used to monitor teaching, individualize instruction, group and diagnose students, and report to parents. Results indicated discrepancies between teachers' and parents' expectations about reporting of results and parent-teacher conferences. The major trend reported was a more healthy attitude toward testing. (Author/GDC)

ED 177 250 UD 019 805

The Status of Title IX in Region X; An Evaluation of Models and Barriers to Implementation of Title IX of the Education Amendments of 1972, for Region X of the U.S. Department of Health, Education and Welfare.

Miller and Associates, Inc., Olympia, Wash.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Oct 78
Contract-101-77-0003
Note-178p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Civil Rights Legislation, Elementary Secondary Education, Equal Education, *Federal Legislation, *Federal Programs, *Federal Regulation, Higher Education, *Nondiscriminatory Education, *Program Development, *Sex Discrimination
Identifiers-*Title IX Education Amendments 1972

This study examines the current status of Title IX implementation in Washington, Oregon, Alaska, and Idaho (Region X). The two major issues addressed are: (1) the status of the implementation of Title IX in Region X and perspectives, issues, and processes which have an effect on its implementation; and (2) implementation models and supportive organizational roles and resources which are necessary to encourage voluntary, positive compliance actions by affected educational agencies and institutions in Region X. An overview is provided of Title IX and efforts to eliminate sex discrimination in such areas as admissions, courses of study, sports, career counseling, scholarships and awards, and extracurricular activities. Problems arising from the confusion over the regulations, lack of clear policy interpretations, and the financial impact of Title IX implementation on school budgets are discussed. Major findings, conclusions, and recommendations concerning Title IX implementation in public schools and institutions of higher education are outlined. In addition, case studies of six successfully implemented Title IX programs are presented. Appendices include a detailed description of the methodology used in the study, sample questionnaires and an analysis of Title IX regulations. (Author/EB)

Where Are Women and Blacks? Patterns of Employment in Alabama Government.

Alabama State Advisory Committee to the U.S. Commission on Civil Rights.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Mar 79
Note-39p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affirmative Action, Blacks, Court Cases, *Employment Opportunities, *Employment Patterns, Employment Practices, Equal Opportunities (Jobs), *Females, *Government Employees, *Minority Groups, Racial Discrimination, Sex Discrimination, State Action, *State Government
Identifiers-*Alabama, Wallace (George)

This report examines employment opportunities for women and minorities in the Alabama State government. The employment actions of State officials in the wake of the United States versus Frazer decision in which the State was found guilty of discrimination against blacks are also examined. Comments made by George C. Wallace and other State officials and Alabama employment statistics provide the basis for the report. Background information on employment practices in Alabama and on the Frazer court case is provided. Specific actions taken by the State to promote affirmative action in government employment are discussed. Policies and practices undertaken by individual government agencies to extend opportunitites for mobility and to make employment tests more equitable for women and minorities are reviewed. Tables provide data on Alabama employees by race and sex in various job categories from 1973 to 1977, and on the occupational distribution of State and local government employees. Recommendations made by the Advisory Committee for improving the employment status of women and minorities in the Alabama State government are outlined. (EB)

ED 177 189 TM 009 632

Corder-Bolz, Charles R.

An Alternative Model for the Evaluation of Change. Technical Report.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-Jun 77
Grant-90-C-245
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains, *Analysis of Variance, *Evaluation Methods, *Mathematical Models, Research Methodology, Scores, Simulation, Standard Error of Measurement

Previous research has indicated that most mathematical models used to evaluate change due to experimental treatment are misleading because the procedures artificially reduced one of the estimates of error variance. Two modified models, based upon the expected values of the variance of scores and difference scores, were developed from a new theoretical perspective. A Monte Carlo study was made involving one-way analysis of variance using the two modified and two basic models. A total of 1,080 experiments were simulated on three treatment levels, six error levels, and three pretest difference levels. The second modified model estimated treatment effects, without being subject to possible distortions due to initial between-group differences, and yielded valid estimates of treatment effects, regardless of the amount of error variance. While the statistic generated by this model has a theoretical weakness, results of this study indicate that it may be a functional solution to the measurement of change controversy. (Author/CP)

ED 177 209 TM 009 716

Olejnik, Stephen F.

Standardized Achievement Testing Programs Viewed From the Perspective of a Non-Measurement Specialist.

Pub Date-Apr 79

Note-24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, Administrator Attitudes, Counselor Attitudes, Elementary Secondary Education, Information Utilization, Knowledge Level, Standardized Tests, *Student Testing, *Teacher Attitudes, *Testing Problems, *Test Interpretation, *Test Results

Despite a decade of debate, standardized achievement testing continues as one of the most controversial issues in education. This study sought the views of teachers, counselors, and principals, regarding the advantages and limitations of achievement testing programs. Responses to a questionnaire and informal discussions indicated positive attitudes toward testing, but little usage beyond the elementary school level. Results also indicated the educators were ill-prepared to interpret test scores, but were eager to learn. Finally, the need to increase student motivation and the difficulty of the reading level of examinations were cited as major concerns. (Author/MH)

Carifio, James And Others

Selected Findings on the Impact of the CASPAR Alcohol Education Program on Teacher Training and Curriculum Implementation. Evaluation Report No. 8.

Cambridge-Somerville Program for Alcoholism Rehabilitation, Inc., Mass.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-Feb 78
Grant-NIAAA-AA-01242-03
Note-478p.; Pages I 27-30 and I 34-8 were removed from this document due to lightness of print
Pub Type- Tests/Questionnaires (160) - Reports - General (140)
EDRS Price - MF01/PC20 Plus Postage.
Descriptors-*Alcohol Education, *Attitude Tests, *Changing Attitudes, Curriculum Development, *Curriculum Evaluation, *Drinking, Evaluation Methods, Participant Satisfaction, Response Style (Tests), Secondary Education, Stereotypes, *Student Attitudes, Teacher Attitudes, Teacher Workshops, Test Reliability

The Cambridge and Somerville (Massachusetts) Program for Alcoholism Rehabilitation (CASPAR) was instituted to train teachers and social service workers in implementing alcohol education programs; to train selected high school students as peer leaders; and to promote community awareness of alcohol-related problems. A sequential cycle evaluation model was used, primarily to assess the impact of the CASPAR curriculum entitled decisions about drinking'' upon students; and secondarily, to evaluate their teachers, who had participated in curriculum implementation workshops. The five questionnaires, administered to secondary school students, measured: alcohol knowledge, attitudes, and stereotypes; use/abuse; prior exposure to alcohol education; social desirability; and satisfaction with teaching session. Teachers completed a knowledge and attitude questionnaire and a process log which covered: lesson content, teaching conditions, critical incidents of student behavior, and ratings of students, self, and the teaching session in general. Findings were reported in terms of the following variables: (1) type of questionnaire; (2) response mode correct, incorrect, uncertain; (3) sex of teacher and student; (4) units of instruction and amount of prior exposure; (5) students, groups, grade levels, and communities; (6) time of year and day; (7) teacher type and teaching conditions; and (8) extent of curriculum implementation. (A separate report discusses student attitude changes after Alcohol Education Week. The instruments are appended.) (CP)

ED 177 190 TM 009 633

McCullagh, Peter

Analysis of Ordered Categorised Data. Technical Report No. 62. Revised.

Chicago Univ., Ill. Dept. of Statistics.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jun 78

Grant-NSF-SOC76-80389

Note-64p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Data Analysis, Goodness of Fit, *Mathematical Models, *Multiple Regression Analysis, Scores, *Statistical Analysis, *Statistical Data

Identifiers-*Categorical Data, Log Linear Models, Qualitative Data

A general class of regression models for ordered categorised data is developed and discussed. Thier properties are contrasted with log linear models and other methods of analysis. The general problem of fitting by maximum likelihood is discussed and solved. The models are shown to be multivariate extensions of generalised linear models and the fitting method is iteratively re-weighted least squares. Special attention is given to a particular model the cumulative logit model and alternative fitting methods are described for this case. Applications are discussed with the aid of three examples. (Author/GDC)

ED 177 228 TM 009 905

Bauer, Ernest A. And Others

How Minimal is Minimal?

Pub Date- Apr 79
Note-15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, Complexity Level, Criterion Referenced Tests, Educational Objectives, *Equated Scores, Grade 4, Intermediate Grades, *Item Analysis, Low Ability Students, Mastery Tests, *Minimum Competency Testing, *Norm Referenced Tests, Reading Achievement, Reading Tests, State Programs, Testing Programs, *Test Interpretation, Test Items
Identifiers-Comprehensive Tests of Basic Skills, Michigan, *Michigan Educational Assessment Program, *Rasch Model, Test Linking

The reading portion of the Michigan Educational Assessment Program (MEAP) was equated to the reading comprehension subtest of the Comprehensive Tests of Basic Skills (CTBS) using the Rasch Model. Both tests were administered to 366 low achieving fourth grade students. MEAP was treated as both a 95-item test and a 19-item (number of objectives attained) test. Linking constants were established by single, pairwise, and independent calibrations, as a basis for converting MEAP(95) and MEAP(19) to CTBS national percentiles. Rasch item difficulty estimates were applied to compare the tests' difficulties and to define minimal competency levels. Results indicated that the content of MEAP(19) was not reliably linked to either the CTBS or the MEAP(95), although the 19 MEAP objectives completely overlapped the CTBS. Items from tests as different in difficulty as MEAP and CTBS were successfully linked, although objective mastery was not as amenable to this procedure. (CP)

UD

ED 177 251 UD 019 809

Pian, Canta

Consultation Focus: Identification of Issues.

Pub Date-8 May 79
Note-30p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Asian Americans, Bilingual Education, Census Figures, *Discriminatory Attitudes (Social), Discriminatory Legislation, Educational Opportunities, Employment Opportunities, *Ethnic Stereotypes, Females, Health Needs, Housing Opportunities, Immigrants, Indochinese, *Racial Discrimination, Welfare

This paper discusses some of the problems faced by Asian Americans. Major topics addressed include: (1) the lack of accurate census statistics on minorities, especially Asian and Pacific Americans; (2) the employment, health, and stereotypic portrayal problems faced by Asian and Pacific American women; (3) racially discriminatory immigration laws and their harmful effects on Asians and Indochinese refugees; (4) the lack of information available on Pacific Americans; (5) the availability of bilingual education; (6) educational opportunities; (7) employment opportunities; (8) housing opportunities; and (9) health and welfare needs. Specific strategies and suggestions for helping Asian and Pacific Americans cope with problems of discrimination and false stereotyping in each of these areas are outlined. (EB)

ED 177 273 UD 019 850

Storlie, Theodore R. And Others

The Development of a Culturally Fair Model for the Early Identification and Selection of Gifted Children: A Follow Up Study.

Pub Date-Apr 79

Note-21p.; For a related document, see ED 159 229; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ability Identification, *Academically Gifted, Black Students, *Culture Free Tests, Elementary Education, *Models, Parent Participation, Statistical Data, *Talented Students, *Talent Identification

Identifiers-*Michigan (Flint)

This paper presents the results of a study conducted as a follow-up to a joint project between the Flint Community Schools and the Educational Testing Service. In the project, a model for the identification and selection of gifted children was developed. The model sought to minimize the biases operating in more traditional identification procedures which result in an under-representation of children from less-advantaged environments. Statistical tests were conducted to test for differences between groups of children selected by the old process and by the new process. Additionally, differences were sought between students selected as eligible for the gifted program and students who were identified as potentially gifted, but who did not pass through the final selection stage. Chi-sqare analyses indicated that the new process resulted in a pool of gifted children which was more representative of the total school population than was achieved by the old process. (Author/RLV)

ED 177 210 TM 009 717

Rosenbach, John H.

Instrumentation for Assessing Culturally Different: Some Conceptual Issues.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Aptitude Tests, Cultural Differences, Culture Free Tests, Elementary Secondary Education, Higher Education, Intelligence Differences, *Intelligence Tests, *Predictive Validity, Racial Differences, *Relevance (Education), Social Differences, *Test Bias, *Testing Problems

Since their beginning, intelligence tests have favored the higher social classes. Despite federal mandates to the contrary, bias in assessment is likely to remain a problem. Claims of test bias can be categorized as popular (naive); clinical (intuitive); statistical (predictive); and psychometric (construct and content). A literature review has led the author to believe that most claims of test bias are unfounded, especially for intelligence and aptitude tests which are used to predict success in school. Since most of these tests are valid and remarkably accurate in their predictions, the bias must be associated with the nature of what is being predicted (the Criteria). Although tests are accurate predictors of school achievement, success in school is not very predictive of success outside of school. Alternative solutions to this issue are to explore aptitude-treatment-interaction models which may be used to improve the test performance of minority group students, or to modify our expectations of what should be learned in school. Before the problems of test bias can be resolved, the sources of bias must be objectively determined and the purposes of testing must be understood. (GDC)

ED 177 191 TM 009 683

Walmsley, Sean A. Mosenthal, Peter

Psycholinguistic Bases for Holistic Judgements of Children's Written Discourse.

State Univ. of New York, Albany. Center for Reading and Language Studies.

Spons Agency-State Univ. of New York, Albany. Research Foundation.
Pub Date-Apr 79
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Composition (Literary), *Creative Writing, Deductive Methods, *Descriptive Writing, Discourse Analysis, *Evaluation Criteria, Evaluation Methods, Grade 8, Grammar, Inductive Methods, Junior High Schools, *Pictorial Stimuli, *Predictive Validity, Rating Scales, Sentence Structure, *Writing Exercises
Identifiers-*Holistic Evaluation

Eighth grade students, in response to a pictorial stimulus (either an intact picture, or a series), were instructed to write either a story (which would be enjoyable for another eighth grader) or a description (which would help another eighth grader visualize the picture). Thirty responses from each of the four task conditions were then analyzed. For the inductive or holistic analysis, raters assigned the stories to the top, middle, or bottom third of a scale, based upon specified (primary trait) criteria. The second method of inductive analysis determined the syntactic complexity of the stories, based upon: (1) length of T-units minimal units capable of being punctuated as a sentence; (2) length of dependent clauses; (3) number of dependent clauses per T-unit; and (4) length number of T-units. Responses were also classified, deductively, as poetic or transactional; further judgments regarding story quality and grammar made according to this classification. Regression analyses revealed that the variables contributing to the primary trait (holistic) rating were different for each of the task conditions. Except for the primary trait rating, the evaluation variables were not found to relate to one another in any consistent manner. (GDC)

ED 177 252 UD 019 810

Offenberg, Robert M. And Others

Project PACT, Parent and Children Together; Evaluation of the First Year, 1977-1978.

Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-PSD-7911
Pub Date-Oct 78
Grant-G00770414
Note-21p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Adult Education Programs, Elementary Secondary Education, *Improvement Programs, Parent Education, *Parent Participation, *Parent Role, Parent School Relationship, *Parent Student Relationship, *Program Effectiveness, *Spanish Speaking
Identifiers-*Pennsylvania (Philadelphia)

Project PACT was designed to complement a bilingual program at Potter-Thomas school by involving Hispanic parents in the education of their children. The emphasis was on improving the academic performance of Hispanic pupils by teaching their parents and other adults how to reinforce classroom instruction. At the end of the first year, there was evidence that parent participation in the summer program was associated with higher reading scores. The effect of parent participation on student behavior during the school-year program could not be determined because of external problems. However, more Hispanic adults than expected earned high school equivalency diplomas during the school-year program. In conclusion, the summer program appears to have worked well as designed and was associated with superior pupil behavior. The school-year program had some successes, but needed modifications. (Author/EB)

ED 177 274 UD 019 852

Hearing Before the United States Commission on Civil Rights; Hearing Held in Boston, Massachusetts, June 16-20, 1975.

Commission on Civil Rights, Washington, D.C.
Pub Date-Jun 75
Note-746p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF04/PC30 Plus Postage.
Descriptors-*Community Attitudes, Community Involvement, Elementary Secondary Education, Federal Legislation, Government Role, *Integration Effects, *Integration Litigation, *Integration Plans, *School Community Relationship, *School Integration
Identifiers-*Massachusetts (Boston)

This volume records the text of the 1975 hearing before the United States Commission on Civil Rights held to examine the program and plans for the desegregation of Boston's schools. Developments surrounding the implementation of Phase I as ordered by the Federal district court in 1974 are discussed. Also explored are the plans for the implementation of Phase II as ordered by the same court in June 1975. The evidence presented at the hearing is weighed in the light of the 1954 Brown v. Board of Education decision. Included in the volume are statements by State and national officials, as well as testimony from politicians, students, school administrators, educators, and representatives of public and private agencies. (GC)

ED 177 170 TM 009 233

Basic Life Skills. Technical Report. Report No. 08-BLS-21.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date-Apr 79

Contract-OEC-0-74-0506

Note-89p.; Tables, pages 13-40, are marginally legible because of small print

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Basic Skills, Daily Living Skills, Educational Assessment, Educational Objectives, Grade 11, Grade 12, Item Analysis, *National Competency Tests, National Surveys, Response Style (Tests), *Sampling, Senior High Schools, Standard Error of Measurement, *Test Construction, *Test Results

Identifiers-*Basic Life Skills, *National Assessment of Educational Progress

The 168 items selected for administration to 7,905 17-year olds in 1976-77, were developed from existing National Assessment items and from existing sets of life/coping skills. Skills designated as basic included: career development; citizenship; community resource utilization; consumer protection; family management; health maintenance; and interpersonal competence. Results are summarized as percentages correct for either the best or most acceptable response to a single-part item, or to a certain combination of parts in a multipart item. Results are also summarized on sets of items related to the various skills. Results are reported by geographic region, sex, and grade. The appendices contain guidelines for writing basic skills items; a description of the stratified, multistage probability sample design and of the jackknife method for standard error estimation; and a discussion of nonresponse adjustments and estimated population proportions of reporting groups. (CP)

Winters, Lynn

Alternative Scoring Systems for Predicting Criterion Group Membership.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Grant-08-NIE-G-78-0213
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Analytical Criticism, *Essays, Evaluation Criteria, *Evaluation Methods, *Expository Writing, Higher Education, Predictive Ability (Testing), *Scoring, Scoring Formulas, Senior High Schools, Student Ability, Test Reliability, *Writing Skills
Identifiers-CSE Analytic Scale, Diederich Rating Scale, Holistic Evaluation, T Units, *Writing Evaluation

Four systems for scoring student essays were used to classify eleventh grade and undergraduate students according to writing ability. The reliabilities of the raters and the validities of the systems in classifying students were emphasized. Two analytic scoring systems which assume that quality writing is characterized by the inclusion of certain rhetorical elements were used: the Diederich Expository Scale and the Center for the Study of Evaluation (CSE) Analytic Scale. The T-unit analysis approach was used as an example of the frequency counting method; T-units were defined as the shortest grammatically complete units or sentences in a passage. The general impression, or holistic approach, was the fourth method used. Two samples of a 200-word expository essay were collected from students in four criterion groups: (1) non-college bound eleventh graders; (2) college bound students; (3) college students in a remedial composition course; and (4) college freshmen composition students. All of the systems except T-unit discriminated between the groups, particularly when three systems were used together. Classification accuracy was highest for the low-ability groups. Conclusions were made regarding the systems' generalizability and applicability. (Two writing topics are appended). (GDC)

ED 177 229 UD 019 574

Porter, Thomas L. And Others

Alcohol Abuse Training Related to Minority Populations. Handbook: Blacks.

Southern Area Alcohol and Education Training Program, Inc., Atlanta, Ga.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-77
Grant-3-t21-AA-00161-01
Note-34p.; For related documents, see UD 019 572-575; Not available in hard copy due to author's restriction
Available from-Southern Area Alcohol Education and Training Program, Inc., 4875 Powers Ferry Road, N.W., Atlanta, Georgia 30327 ($10.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alcohol Education, *Alcoholism, *Blacks, *Counselor Training, *Cross Cultural Training, Cultural Differences, *Educational Programs, Program Coordination, Program Development, Self Concept, Sensitivity Training, Sociocultural Patterns, Training Objectives

The intent of this manual is to provide counselors with essential background information about alcohol abuse among blacks and with a practical, workable model for organizing and structuring a training program. A general discussion of black self-awareness in relation to alcohol abuse is presented. An approach to counseling and serving the black alcoholic is suggested. A model program for training persons who will be working with black alcoholics and alcohol abusers is outlined. A general alcohol education program for use in training alcohol abuse counselors is also outlined. Included is a black vocabulary test and an alcohol awareness test that can be used for pre-training assessment of the counselor's needs and post-training evaluation of the effectiveness of the program. A bibliography of pertinent printed materials and a list of available films and audio-visual aids are provided. (Author/EB)

ED 177 275 UD 019 853

Banks, James A.

Teaching Strategies for Ethnic Studies. Second Edition.

Pub Date-79
Note-485p.; For a related document, see ED 106 217
Available from-Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($8.95)
Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Black Studies, Cross Cultural Studies, Cultural Pluralism, *Curriculum Planning, *Educational Resources, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, *Multicultural Education, Multicultural Textbooks

Part I of this book discusses the basic instructional problems in teaching ethnic studies. Some of the major trends are reviewed and the need to expand the definition of ethnic studies and to include content about a range of ethnic groups is discussed. Part II is designed to help teachers acquire the content needed to teach about ethnic groups, to acquaint them with exemplary strategies for teaching key concepts and generalizations with ethnic content, and to help them identify needed materials and resources. Part III highlights and summarizes the major points discussed in the previous chapters and illustrates how the teacher can use the information and strategies presented to develop and teach multiethnic units and curricula which focus on various ethnic groups, including Native Americans, European Americans, Jewish Americans, Afro-Americans, Mexican Americans, Asian Americans, and Puerto Ricans. (Author/RLV)

Lorentz, Jeffrey L. Coker, Homer

The Relationships Between Low-Inference Measures of Classroom Behavior and Pupil Growth: A Cross-Validation.

Pub Date 12 Apr 79
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Gains, *Classroom Observation Techniques, *Data Collection, *Effective Teaching, Elementary Secondary Education, Predictor Variables, Self Concept, Student Adjustment, *Student Development, Student Teacher Relationship, Teacher Behavior, *Teaching Skills, *Test Reliability, Test Validity

As part of the Competency Based Teacher Certification Project in Carroll County, Georgia, large samples of elementary and secondary school teachers and students were observed during a two-year period. Four low-inference observation measures were used to record teacher behaviors and student-teacher interactions: (1) Teacher Practices Observation Record (TPOR); (2) Spaulding Teacher Activity Rating Schedule (STARS); (3) Observation Schedule and Record (OScAR); and (4) Florida Classroom Climate and Control System (FLACCS). Three major areas of student growth were also examined: cognitive gains on standardized achievement tests; affective growth on self concept tests; and student coping style, as recorded on the Coping Analysis Schedule for Educational Settings (CASES). Clusters of items from the observation instruments were aggregated as behavioral indications of teacher competency. Reliability data were computed, as well as the correlations between teaching competencies and measures of student growth. A cross-validation technique was also used to combine probabilities from the first and second years of data collection. Results indicated that the observation instruments were reliable indicators of teacher competency; that significant correlations were not consistent from year to year; and that many of the teacher competencies should be renamed. (GDC)

ED 177 253 UD 019 811

Rodriguez, Fred

Accreditation and Teacher Education: A Multicultural Perspective.

Pub Date- 79
Note-14p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Factors, Cultural Pluralism, *Effective Teaching, Elementary Secondary Education, Higher Education, *Multicultural Education, *Standards, *Teacher Education, *Teacher Improvement

The new standards issued by the National Council for Accreditation of Teacher Education (NCATE) indicate that teacher training must now reflect a broad commitment to multicultural education. Other educational organizations have expressed similar concerns. The focus in multicultural teacher education is on helping teachers to function effectively with all pupils in a culturally diverse society. The fundamental assumption is that teachers can improve their teaching of school subjects to their own or other cultural groups if they possess the appropriate attitudes, cultural experiences, and self-understanding. Educational institutions must begin to assume responsibility for seeing that teacher education programs reflect the cultural and ethnic pluralism in this nation through their models, practices, staffing, materials, and resources. (EB)

ED 177 171 TM 009 418

Dravland, Vern Greene, Myrna

Development of a Model for the Evaluation of Teacher Education Programs.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cohort Analysis, Curriculum Evaluation, Data Bases, *Effective Teaching, Foreign Countries, Graduate Surveys, Higher Education, *Individual Characteristics, *Longitudinal Studies, Psychological Tests, *Student Teachers, *Success Factors, *Teacher Education Curriculum

Identifiers-Canada, University of Lethbridge (Canada)

The Qualitative Analysis of the University of Lethbridge Teacher Education Program (QAULTEP) is designed to follow students from their admission into the university, through the education program, and into their first five years of teaching experience. Although designed initially for analysis of data, it will evolve eventually into a model for evaluating teacher education programs. The data bank has been expanded to include almost 400 variables on each of about 700 education majors. The information includes demographic data collected on admission (such as grades, courses, major, psychological test results, and English competency) and during the educational program (such as field experiences and professional semester performance, education courses, and termination status). Data on teaching success have been collected for a subset of students. (Six completed QAULTEP studies and 13 student research reports are listed. A summary of research findings is presented, together with a statement of future directions for the project.) (CTM)

Scott, Elois M. Skeen

Programmatic Needs and Satisfaction of Title I Teachers to the Buffalo, New York Title I Comprehensive Reading and Math Program.

Pub Date-78
Note-17p.; For related documents, see UD 019 673-676; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission Criteria, *Compensatory Education Programs, Cooperating Teachers, Elementary Secondary Education, Inservice Programs, Instructional Materials, Parent Participation, Program Administration, *Program Attitudes, *Program Effectiveness, Program Evaluation, *Remedial Mathematics, *Remedial Reading Programs, *Teacher Attitudes
Identifiers-*Elementary Secondary Education Act Title I, New York (Buffalo)

This paper presents a random sampling of responses to a questionnaire that was sent to teachers in the program. The organization of this report is developed around a statement of each question followed by an analysis of the responses. Taken into consideration are respondents' attitudes toward student selection, inservice programs, materials and supplies, parent participation, regular teacher cooperation and Title I administration. Recommendations made by the Title I teachers for improving the 1978-1979 program are outlined. A sample of the questionnaire distributed to the teachers is included. (EB)

ED 177 212 TM 009 733

Doss, David A. Ligon, Glynn D.

The BRC: A Practical, Economical, Reliable, and Valid Measure of Student Classroom Behavior. Publication No. 78.78.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Rating Scales, Compensatory Education Programs, *Counseling Effectiveness, Elementary Education, *Elementary School Counseling, Factor Structure, Misbehavior, Parent Participation, Program Evaluation, *Student Behavior, Student Motivation, Test Construction, Test Reliability, Test Reviews, Test Validity

Identifiers-Austin School District TX, *Behavior Rating Checklist, Devereux Elementary School Behavior Rating Scale, Elementary Secondary Education Act Title I, Texas (Austin)

The Behavior Rating Checklist (BRC) was developed in the Austin Independent School District to evaluate the counseling component in the Elementary Secondary Education Act Title I compensatory education programs for students in kindergarten through grade 5. The BRC was developed by: defining the behavior on which the counseling activities focused; studying other behavior rating scales; drafting items for pilot testing; pilot testing; analyzing the pilot tests; conferring with program staff and parent advisory committees; and finalizing the instrument. The final instrument was comprised of ten items to be rated on a nine-point scale. Five items measured students' on-task readiness, willingness, and ability to participate; and five items measured students' in-class discipline or disruptive behavior. Two evaluations of the BRC were conducted: (1) an item-by-item analysis to check factor structure and reliability and (2) a check of the validity of BRC. Conclusions were reached indicating that BRC is practical, economical, reliable, and valid. (MH)

ED 177 276 UD 019 854

Kimbrough, Jackie Hyman, James

An Evaluation of the Emergency School Aid Act Nonprofit Organization Program: Vol. 1, An Analysis of Federal Program Implementation and Funding Procedures.

Rand Corp., Santa Monica, Calif
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No -R-2312-1-HEW
Pub Date-Dec 78
Contract-300-76-0311
Note-128p.; For related documents, see ED 161 998 and UD 019 855-856
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Community Action, *Community Involvement, *Community Organizations, *Federal Aid, Federal Programs, Integration Methods, *Nonprofit Organizations, *Program Budgeting, Program Evaluation, *School Integration
Identifiers-*Emergency School Aid Act 1972

The Emergency School Aid Act (ESAA) of 1972 authorizes grants or contracts to nonprofit organizations (NPOs) and local education agencies (LEAs) to support the LEAs' efforts to desegregate or to reduce minority group isolation or its effects. The NPO program is a small component of ESAA which provides financial assistance to community organizations to support the LEAs' efforts. NPOs are funded on the assumption that certain activities related to school desegregation can be effectively performed by organizations outside the regular school district structure. Part I of this study focuses on the Federal level implementation of the NPO program, and explores the political context of NPO program development, the rationale for the community groups provision of the legislation, and the relationship between aspects of Federal program implementation and local NPO operations. The second part of the study reports on the criteria used in awarding grants under the ESAA's NPO program and analyzes these criteria for their performance in accomplishing the proper targeting of grant funds. (Author/RLV)

ED 177 254 UD 019 812

Foote, Tom H. And Others

Ethnic Groups and Public Education in California. Research Report No. 3.

San Diego State Univ., Calif. School of Education.

Spons Agency-California Association for Bilingual Education, San Diego.

Pub Date-Dec 78

Note-119p.

Available from-California School Finance Reform Project, School of Education, San Diego State University, San Diego, California 92182 ($8.00)

Pub Type- Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-Bilingual Students, Bilingual Teachers, Demography, Equal Education, *Ethnic Distribution, *Ethnic Groups, Minority Group Teachers, Non English Speaking, *Public Schools, Student Teacher Ratio

Identifiers-*California, *California School Finance Reform Project

This report presents data which show the concentrations of ethnic, limited English speaking (LES), and non-English speaking (NES) students in California's public schools. Data are also presented to show public school pupil-to-staff ratios by ethnicity. Tables are used to make comparisons across ethnic groups, student/staff groups, schools, districts, counties, locations, and points in time. These comparisons are discussed within the context of equal educational opportunity for all California students. (Author/EB)

Squire, Lisa S. Sattler, Jerome M.

Examiner Scoring of Three Subtests of the McCarthy Scales of Children's Abilities.

Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the Western Psychological Convention (San Diego, California, April, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Early Childhood Education, Freehand Drawing, *Intelligence Tests, Preschool Tests, *Scoring, *Testing Problems, *Test Reliability, *Visual Measures, Vocabulary Development
Identifiers-*Interrater Reliability, *McCarthy Scales of Childrens Abilities

Two studies investigated examiner scoring agreement on the Oral Vocabulary, Draw-A-Design, and Draw-A-Child subtests of the McCarthy Scales of Children's Abilities. In study one, ten examiners scored four randomly selected normal children's protocols. Unanimous agreement occurred on scores for 52% of the Oral Vocabulary responses, 39% of the Draw-A-Design drawings, and 72% of the Draw-A-Child body parts. In study two, 11 examiners scored 50 pre-selected ambiguous Oral Vocabulary responses. Considerable scoring disagreement occurred, with unanimous agreement found for only 14% of the responses. The results indicated that ambiguous vocabulary responses were as difficult to score on the McCarthy Scales as they are on other individually administered intelligence tests. The Draw-A-Design subtest was also difficult to score. However, Oral Vocabulary responses and Draw-A-Child drawings obtained in a routine administration from normal children had relatively few scoring problems. It was concluded that considerable judgment is required in scoring some McCarthy subtests. (Author/MH)

ED 177 231 UD 019 762

Tidwell, Romèria

A Psycho-Educational Profile of Gifted Minority Group Students Identified Without Reliance on Aptitude Tests.

Pub Date-Aug 79

Note-21p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academically Gifted, *Individual Characteristics, *Measurement Instruments, *Minority Group Children, Racial Differences, Racial Factors, Secondary Education, *Self Concept, *Self Esteem, Socioeconomic Influences, Student Attitudes

Identifiers-California, *Mentally Gifted Minor Program

This study provides psycho-educational information about Afro-American, Asian American, Anglo-American and Hispanic-American secondary students identified for the California Mentally Gifted Minor program by the non-test method. Five self-report affective instruments given to the 193 tenth grade students participating in the study are described. Data relating to the students' self-concepts, locus of control, and attitudes toward school are presented. Also discussed are findings concerning racial group comparisons which indicate that gifted students from low socioeconomic status groups or varied racial backgrounds respond differently to attitudinal self-report measures. The results of this study are compared and contrasted with findings presented in other published research. (EB)

ED 177 172 TM 009 487

Karma, Kai

The Ability to Structure Acoustic Material as a Measure of Musical Aptitude. 4. Experiences with Modifications of the Acoustic Structuring Test. Research Bulletin. No. 51.

Helsinki Univ. (Finland). Inst. of Education.
Pub Date-Dec 78
Note-59p.; For related documents, see ED 092 440, ED 110 402, and ED 134 485; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, Aptitude, *Aptitude Tests, Cognitive Ability, Comparative Testing, Complexity Level, Elementary Secondary Education, Factor Analysis, Foreign Countries, Item Analysis, *Listening Tests, *Music, Test Construction, Test Interpretation, Test Reliability, *Tests, Verbal Ability
Identifiers-*Acoustic Structuring Test, Finland, Spatial Ability

Four new versions of an acoustic structuring test were developed, administered, and analyzed in order to produce better tests and to contribute to better understanding of the abilities measured by these tests. The tests consist of tape recordings of patterns of musical notes played on an electric organ or an acoustic guitar. Item analyses and factor analyses were used in the studies of these tests, and comparisons were made with earlier test forms. Several different item formats were used. The acoustic structuring tests were correlated with verbal and spatial ability tests, but the results of different studies appeared to conflict with each other. Seven hypotheses concerning characteristics of items that might contribute to item difficulty were studied. Items were categorized with respect to these seven characteristics, and regression analyses were conducted to find the effect of these various item characteristics. (Nine pages of music which illustrate the test items are appended.) (CTM)

ED 177 213 TM 009 734

Christner, C. A. And Others

Competency-Based Teacher Evaluation in a School District: Validation of the Competencies' Importance By District Administrators, Professionals, Stu[illegible] and Parents. Publication Number 78.69.

Austin Independent Schoo[illegible]trict, Tex. Office of Research and Evaluation.

Pub Date-Apr 79
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, Elementary School Teachers, Elementa[illegible] Secondary Education, *Evaluation Criteria, Job Analysis, Parent Attitudes, *Rating Scales, Secondary School Teachers, Student Opinion, Teacher Attitudes, Teacher Characteristics, Teacher Educators, *Teacher Evaluation, *Teacher Qualifications, *Teaching Skills, *Test Construction
Identifiers-Austin School District TX, Texas (Austin)

As part of the Austin Independent School District's revision of its Professional Personnel Evaluation System, a study was conducted to determine the components of a teacher competency-based evaluation instrument. The procedure was comprised of: (1) identification of resources for compiling essential teacher skills such as literature reviews, lists of teacher behaviors, input from advisory committees, and reviews of existing evaluation forms; (2) development of an edited list of teacher competencies and skills; (3) development of a form to survey experts and interested groups about the competencies listed; (4) revision of the list based on survey results; and (5) use of the instrument. Input was solicited from students, parents, teachers, school administrators, and professors of education. After factor analysis and intraclass correlations were performed, 63 competencies were chosen. These competencies were grouped into six categories: personal qualities, procedural and recordkeeping skills, instructional skills, classroom management skills, expertise in basic skills and subject areas, and interpersonal skills. In addition to teacher evaluation, one of the major goals in developing the evaluation instrument was for use in staff development purposes. Plans were formulated to compile the data from the evaluation forms and to analyze the ratings. (MH)

ED 177 255 UD 019 813

Skinner, Kenneth A. Hendricks, Glenn L.

Indochinese Refugees: An Emerging Ethnic Minority.

Pub Date-Nov 78
Note-33p.; Paper presented at the Annual Meeting of the American Anthropological Association (77th, Los Angeles, California, November 14-18, 1978)
Pub Type- Reports - Research (143) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adjustment (to Environment), Economic Factors, Educational Opportunities, Educational Policy, Employment Opportunities, *Ethnicity, Government Role, Higher Education, Identification (Psychological), Immigrants, *Indochinese, *Institutional Role, Public Policy, *Refugees, *Social Integration, Student Financial Aid

This paper examines the extent to which educational and other institutions of the dominant society are shaping the ethnic self-identity of Indochinese refugees. It is argued that an institutionally-defined ethnic self-identity is being imposed on the Indochinese as a precondition for consideration as a minority group in United States society. Major factors in the process of ethnic self-identification among the refugees in Minnesota are described. These include the refugees' social and occupational backgrounds, the relationship of the refugees with ``patrons'' and ``brokers,'' the Federal government's resettlement policies, and the administrative actions taken by the University of Minnesota, particularly in regard to student financial aid. It is pointed out that the categorization of the Indochinese as an ``ethnic minority'' facilitates institutional action in providing financial, occupational, and educational resources to this group. (Author/EB)

ED 177 232 UD 019 763

The National Longitudinal Surveys Handbook. Revised.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-Jan 79

Note-113p.; For related documents, see ED 100 987 and ED 151 546; The appendix may not reproduce well due to the reproduction quality of the original document

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults, *Data Bases, *Data Collection, Females, *Labor Market, Males, *Occupational Surveys, *Work Experience, Young Adults

Identifiers-*National Longitudinal Surveys

This volume is designed as a comprehensive guide to the National Longitudinal Surveys of Labor Market Experience (NLS) which are concerned with the labor market experience of middle-aged and young men and women. Detailed descriptions of the objectives of the surveys, the samples covered, and the types of information collected are presented. Information on the availability and cost of computer tapes on which these data are stored is provided. Numerous tables indicate the more important variables included in the data tapes covering the first ten years for each of the surveys conducted. These variables are divided into major areas for each of the four groups (men, women, boys, girls) surveyed: (1) labor market experience variables; (2) human capital and other socioeconomic variables; and (3) environmental variables. An extensive bibliography is included in this handbook. Sample pages from NLS documentation are also appended. (Author/EB)

ED 177 173 TM 009 511

Haertel, Edward H. And Others

Metric-Free Distributional Comparisons.

Central Midwestern Regional Educational Lab., Inc., Chicago, Ill.
ML-GROUP for Policy Studies in Education.

Pub Date-May 78
Note-33p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Statistics, *Comparative Testing, Goodness of Fit, *Statistical Analysis, Test Interpretation
Identifiers-*Negative Hypergeometric Distribution

Two methods are presented for comparing distributions, such as achievement test score distributions, for distinctly different groups of persons in such a way that the comparison will not be influenced by the particular metric of the test being used. Both methods use percentile scores. One method, attributed to Flanagan, fits a straight line to the graph representing the two distributions on normalized score scales. The second method finds the negative hypergeometric score distributions for each of the two groups that most closely approximate their observed score distributions. It has been shown that many observed test score distributions closely approximate the negative hypergeometric distribution with the same mean, variance, and number of items. These smoothed distributions are used as the basis of comparison between groups. An example is given in which the Flanagan line closely approximates the relationship shown by smoothed curves relating the distributions of two groups, where the median for one group was above the 93rd percentile of the other group. (CTM)

ED 177 194 TM 009 687

Bernknopf, Stan And Others

A Defensible Model for Determining a Minimal Cut-Off Score for Criterion Referenced Tests.

Pub Date-Apr 79

Note-28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Complexity Level, Counselor Certification, Court Litigation, *Criterion Referenced Tests, *Cutting Scores, Guessing (Tests), Higher Education, *Knowledge Level, Mastery Tests, *Mathematical Models, Minimum Competency Testing, Occupational Tests, *Predictive Validity, Test Items, *Test Reliability

The effectiveness of a model for determining a minimal cut-off score for criterion-referenced tests was examined. The model, based upon techniques presented originally by Nedelsky and by Angoff, was first used in conjunction with a multiple choice test developed for use in certifying school counselors in Georgia. A "knowledge estimation panel" was used to determine criterion scores; the panel of subject experts estimates the percentages of minimally knowledgeable candidates who could be expected to know (not guess) the correct answers. Nineteen judges on the panel rated 684 items. The resulting criterion scores were then lowered to adjust for standard error and raised to adjust for guessing. The consistency of results was supported by a comparison of parallel test forms and comparable halves of the panel. The panel's estimates of item difficulty were found to be highly correlated with actual difficulty when trial tests were administered. Beta coefficients of agreement also supported the consistency of mastery decisions made. (The legal importance of the models' validity is briefly discussed, and several references to court cases are appended). (GDC)

ED 177 256 UD 019 814

Ianni, Francis A. J. Reuss-Ianni, Elizabeth

School Crime and the Social Order of the School.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Spons Agency-Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-13p.

Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($1.00)

Journal Cit-IRCD Bulletin; v14 n1 Win 1979

Pub Type- Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, Discipline Problems, *Educational Problems, Elementary Secondary Education, Institutional Characteristics, Racial Factors, *School Community Relationship, *School Environment, *School Organization, *Social Change, Student Behavior, Student Characteristics, *Violence

Recent research is beginning to shed some light on the nature and extent of violence and crime in American schools, the role that schools themselves play in producing, aggravating, or reducing school crime, and how changes in the schools can remedy social control problems. Data from these studies indicate that: (1) despite public opinion, school crime has leveled off or decreased over the last few years; (2) while community characteristics have some relationship with school crime and disruption, schools are not simply reflective of community crime rates; (3) institutional characteristics such as overcrowding and interracial conflict influence school crime; (4) student characteristics have a significant bearing on school violence; and (5) schools can control and even prevent internal disorder through changes in rules, structure, leadership style, and social control techniques. (Author/EB)

ED 177 214 TM 009 736

Bourque, Lorraine Y. Boss, Marvin

Development of the Perceived Instrumentality of French as a Second Language Scale.

Pub Date-9 Apr 79

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Tests, Foreign Countries, *French, *Learning Motivation, *Second Language Learning, Senior High Schools, *Student Attitudes, Student Motivation, Success Factors, Test Construction, Test Reliability, Test Validity

Identifiers-Canada, *Perceived Instrumentality French Second Lang Scale

A rating scale was developed that could be used to test Raynor's construct of perceived instrumentality that the perceived importance of a particular achievement (such as a good grade) to the student's future (career) influences the student's efforts to achieve the goal. The scale was developed to study the perceived importance of learning French as a foreign language for Canadian high school students. Four types of items were included: (1) the importance of French in achieving specific goals; (2) the enriching aspects of the French language in six common young people's activities; (3) the usefulness of French in these activities; and (4) the importance of French to future plans. The final, 20 item test was administered to groups of 151 and 333 students; reliabilities were .91 and .89. Test-retest reliability over a four-week period was .84. The validity of the scale was supported when perceived instrumentality was shown to be related to grades in a previous French course; probability of success in the present course; decision to take additional French courses; and decision to take the present French course if it had been optional. The scale was judged to be reliable, valid, and useful for further research. (GDC)

ED 177 233 UD 019 766

Race Relations in Cooper County, Missouri 1978.

Missouri State Advisory Committee to the U.S. Commission on Civil Rights.

Spons Agency-Commission on Civil Rights, Washington, D.C.

Pub Date-May 79

Note-38p

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Blacks, *Employment Opportunities, Federal Aid, *Housing Opportunities, *Race Relations, Racial Discrimination, *Rural Areas, *School Integration, Social Services

Identifiers-*Missouri

Citing the absence of research on race relations in rural America, this study reports on race relations in rural Missouri. Boonville and Cooper County are described and the problems faced by blacks in the schools and in obtaining housing and employment are explored. The accessibility of locally and Federally funded services is analyzed. Conclusions, findings, and recommendations are included. (Author/EB)

ED 177 174 TM 009 580

Jensen, Arthur R.

The Nature of the Average Difference Between Whites and Blacks on Psychometric Tests: Spearman's Hypothesis.

Pub Date- 78
Note-46p
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Testing, Culture Free Tests, *Factor Structure, Intelligence, *Intelligence Differences, *Intelligence Factors, Intelligence Tests, *Racial Differences, Research Problems, Test Interpretation
Identifiers-*Spearman (Charles)

Charles Spearman originally suggested in 1927 that the varying magnitudes of the mean differences between whites and blacks in standardized scores on a variety of mental tests are directly related to the size of the tests' loadings on g, the general factor common to all complex tests of mental ability. Several independent large-scale studies involving factor analysis and the extraction of a g factor from a number of diverse tests given to white and black samples show significant correlations between tests' g loadings and the mean white-black difference (expressed in standard score units) on the tests, thus substantiating Spearman's hypothesis. The average white-black difference on diverse mental tests is interpreted as essentially a difference in Spearman's g, rather than as a difference in the more specific factors peculiar to any particular content, knowledge, acquired skills, or type of test. (Author/CTM)

ED 177 195 TM 009 688

Merwin, Jack C.

An Author's Perspective of Standardized Achievement Tests.

Pub Date- Apr 79

Note-14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, Elementary Secondary Education, *Evaluation Needs, *Measurement Goals, *Psychometrists, *Standardized Tests, *Test Construction, Testing Problems

Identifiers-Teacher Developed Tests, Testing Industry

The term, standardized achievement test, has evolved to imply a broad package of materials which includes a wide array of norms, lists of scoring services and educational objectives tested, and aids to interpretation. Test authors are convinced that that individual differences in achievement do exist; that recognition of these differences will lead to improved decision-making about educational experiences; and that such decisions are most helpful when information about achievement level is considered. Four aspects of creating test packages are: (1) which information needs should be addressed by the test instruction, guidance, etc.; (2) considerations in the development of tests to meet such needs subject content of the test, type of interpretation of scores, and whether the test is teacher-developed or standardized; (3) difficulties leading to test limitations testing time, cost effectiveness, and fallibility or poor use of test results; and (4) how the information generated from the test is likely to affect decision making to corroborate informal conclusions, diagnose educational needs, assess attainment of learning objectives, and to compare students. The standardized achievement test, in spite of its problems, is an important tool which provides unique information about student achievement. (GDC)

ED 177 257 UD 019 816

Gorman, Michael E. And Others

The Effects of Previous Success or Failure on a Majority-Minority Confrontation.

Pub Date- 79
Note-35p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Conformity, Higher Education, *Majority Attitudes, *Minority Groups, *Social Attitudes, *Social Influences

In a series of groups, a four-person majority and a two-person minority were trained separately to adopt different rules for predicting the level of drug use in each of a set of fictitious anthropological societies. On the final training trial, the success or failure of each of these two sub groups at guessing the level of drug use was manipulated to produce a 2 X 2 design in which both majority and minority succeeded one quarter of the time, both failed one quarter of the time, and one succeeded while the other failed half the time. Then both sub groups were brought together and required to predict the level of drug use in two additional cultures. A significant interaction between majority success or failure and the positions adopted by the majority and minority group members after each task was noted. Minority success or failure was found to significantly affect the private responses of individual members, as recorded on questionnaires. It appeared, therefore, that the majority tended to set the pattern for the public debate while the minority exerted its most important influence on the private positions taken by individuals. Implications of these results for several models of social influence were discussed. (Author)

ED 177 234 UD 019 780

Supreme Court of the United States, Syllabus. Dayton Board of Education et al. v. Brinkman et. al. Certiorari to the United States Court of Appeals for the Sixth Circuit. No. 78-627.

Supreme Court of the U. S., Washington, D.C.

Pub Date-2 Jul 79

Note-21p

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Board of Education Policy, Constitutional Law, *Court Cases, Elementary Secondary Education, Racial Discrimination, *Racially Balanced Schools, *Racial Segregation, *School Integration, *Supreme Court Litigation

Identifiers-*Brinkman v Dayton Board of Education, Ohio (Dayton)

This booklet records the opinion of the Supreme Court in this case, as well as one of the dissenting opinions. The Court upheld the charges brought by students of the Dayton, Ohio, school system that the Dayton Board of Education, the State Board of Education, and various local and State officials were operating a racially segregated school system in violation of the Fourteenth Amendment. Reference is made to related cases in both the Court's opinion and that of dissenting Justice Rehnquist. (EB)

ED 177 175 TM 009 582

Manual for Administering the Analysis of Developmental Learning Skills. Revised 1977.

South Bend Community School Corp., Ind.

Pub Date-Jun 76

Note-39p.

Available from-South Bend Community School Corporation, 635 South Main Street, South Bend, Indiana 46601 (Manual, $2.50; Test Blank, $0.25 ea.)

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Developmental Tasks, *Diagnostic Tests, Individual Development, *Perception Tests, Preschool Education, Preschool Tests, *Psychomotor Skills, *School Readiness Tests, Scoring, Skill Development, *Testing, Test Interpretation

Identifiers-*Analysis of Developmental Learning Skills

The Analysis of Developmental Learning Skills (ADLS) is a school readiness test, designed to diagnose lags in developmental skills in four and five year old children. The nine subtests are: motor coordination, visual performance, visual perception, visual memory, auditory perception, auditory memory, language development, conceptual development, and social development (drawing of self). Raw scores are converted to standard scores to facilitate diagramming on the developmental profile. The ADLS is the product of eight years of continuous research which annually involved 600 Project Head Start and 2,000 kindergarten children. (This manual contains the test items, and directions for administering, scoring, and interpreting). (Author/CP)

ED 177 196 TM 009 689

Koch, William R. Reckase, Mark D.

Problems in Application of Latent Trait Models to Tailored Testing.

Missouri Univ., Columbia.
Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Pub Date-Apr 79
Contract-N00014-77-C0097
Note-23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Educational Testing, Higher Education, Item Analysis, *Item Banks, *Mathematical Models, Multiple Choice Tests, Psychometrics, *Test Construction, Test Reliability, Test Validity, Verbal Tests, Vocabulary Skills
Identifiers-*Computer Assisted Test Construction, Latent Trait Models, One Parameter Model, Tailored Testing, Three Parameter Model

Tailored testing procedures for achievement testing were applied in a situation that failed to meet some of the specifications generally considered to be necessary for tailored testing. Discrepancies from the appropriate conditions included the use of small samples for calibrating items, and the use of an item pool that was not designed to be homogeneous in content. The item pool contained 180 items concerning educational measurement that were calibrated separately by a one-parameter logistic model and by a three-parameter logistic model. The 110 undergraduate students were each tested at two sessions a week apart with both one-parameter and three-parameter tailored tests at each session. All tests were administered on a computer terminal. The results were studied for several characteristics including: goodness of fit of the observed responses to those predicted by each model; the information function of each test compared to a fifty-item traditional paper-and-pencil test; the reliabilities of the tailored tests; and the content validities of the tailored tests. A unidimensional tailored test of vocabulary was also administered, with satisfactory results. The achievement tests generally produced unsatisfactory results, presumably because of the discrepancies from appropriate conditions. (CTM)

McKee, Barbara G. Blake, Rowland S.

The Impact of Item Format on Deaf Students' Responses to an Attitude Questionnaire.

Pub Date-Apr 79
Note-44p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Tests, Communication (Thought Transfer), Communication Skills, *Deaf, Factor Structure, *Multiple Choice Tests, Postsecondary Education, *Rating Scales, Reaction Time, *Response Style (Tests), Student Attitudes, Test Items, Test Reliability
Identifiers-*Likert Scales, *Test Format

A questionnaire concerning attitudes toward the importance of communication skills and toward different modes of communication was administered to 290 incoming freshmen at the National Technical Institute for the Deaf. Students responded to one of two types of a 38-item questionnaire: a multiple choice, or Likert-type (strongly agree...strongly disagree) format. Factor scales and subscales underlying the questionnaire items were developed; T-tests were conducted for each of the twelve subscales by response format, to examine mean difference due to format. Group discriminant analyses were also conducted, to determine if format could be predicted by subscale score. Finally, multiple regression analyses were performed for each format, using the four importance-of-skills subscales as predictors, and the desire-for-more-training and perceived-skill scales as the criterion. T-test, discriminant, and reliability analyses revealed no significant differences between the two response formats, although there were slight advantages for subscales of the Likert format. The Likert format was more advantageous, according to regression analysis, in predicting most of the subscales. It was also noted that students completed Likert scales in one-third to one-half the time required for multiple choice tests. (Both forms are appended) (GDC)

ED 177 235 UD 019 781

Anderson, Roedean S.

An Analysis of Opinions from Black Scientists and the Responses of Elementary School Teachers Concerning Science Education for Inner-City Youth.

Pub Date-Jul 79

Note-133p.; Ph.D. Dissertation, Walden University

Pub Type- Dissertations/Theses (040)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Black Attitudes, Black Education, *Black Students, Changing Attitudes, Community Involvement, Educational Improvement, Educationally Disadvantaged, Elementary Education, Parent Participation, Questionnaires, Role Models, *Science Education, *Scientists, *Student Attitudes, Teacher Attitudes, *Teacher Influence, *Urban Education, Urban Youth

This study identifies the opinions and ideas of black scientists that are agreed upon by black elementary school teachers as being useful for improving the science education experiences of black elementary school children. Background information about the scientists and teachers who participated in the study is provided. Relevant literature is reviewed. Findings presented indicate that activities associated with teacher influence, parental involvement, community influence, and role models may be useful in altering the attitudes of black children toward science. Teacher influence is said to be most important in affecting this change. Appended to the work are samples of the questionnaires used to collect information from scientists and teachers, as well as statistical tables of the findings. References are also attached. (EB)

ED 177 258 UD 019 817

Noblit, George W.

Managing Student Desegregation: A Comparative Study of the Functioning of Principals and Implications for Policy Research.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 79

Contract-400-76-009

Note-46p.; Not available in paper copy due to reproduction quality of original document ; Document prepared through the Desegregation Studies Team

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Policy, *Administrator Role, Educational Practice, *Integration Effects, *Principals, School Administration, *School Integration, Social Problems, *Social Science Research

This paper examines and compares the administrative styles of two principals who worked in a southern desegregated school. The emphasis in this study is on the policies and practices which were either effective or ineffective in helping each of the principals deal with the task of managing a desegregated school. Different actions taken by the principals in response to student, teacher, parent, and community demands, and their respective consequences, are described and discussed. It is pointed out that despite the different approaches used by the principals in dealing with desegregation related problems, resegregation was the result. It is concluded that applied social research must be made more relevant to the issues and problems surrounding desegregation. Policy considerations for such research are outlined. (EB)

Lawrence, Jeanette A.

Research Reports: Critique and Construction. Three Papers Prepared for Educational Psychology Students.

Murdoch Univ., Western Australia (Australia).
Pub Date—79
Note—22p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Reading, *Educational Research, *Evaluation Criteria, Evaluation Methods, Psychological Studies, *Research, Research Design, Research Problems, Research Skills, *Technical Reports, *Technical Writing
Identifiers—*Research Reports

These guidelines are divided into three short papers: (1) critique of a research article; (2) critique of a conceptual article or chapter; and (3) construction of a research report. Research articles published in educational psychology journals should be organized, and critiqued, according to the following topics: title; problem area; method; results; discussion and conclusions; and implications for research and education. Procedures for evaluating a conceptual article or a review of research involve: summarizing the article; organizing the critique (according to the author's major points, use of arguments and evidence, flaws or strengths, and resolution of the issue); and editing and rewriting. Before writing a research report, the author should select the hypotheses and the dependent and independent variables. Sections to include when writing the report are: title and name; abstract; problem; hypotheses; method; results; discussion; conclusion; and references. (GDC)

ED 177 216 TM 009 740

Merkel-Keller, Claudia Herr, Audrey

Multi-Dimensional Planning/Evaluation Schema for Community Education.

Pub Date-Apr 79
Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education Programs, *Community Education, Community Involvement, *Community Programs, *Conceptual Schemes, *Evaluation Methods, Input Output Analysis, Participant Satisfaction, Program Development, *Program Evaluation, Program Planning
Identifiers-*Context Input Process Product Evaluation Model, *Lakewood Community Schools NJ, New Jersey (Lakewood)

A model for planning and evaluating community education programs Stufflebeam's context, input, process, product (CIPP) evaluation model was described and field-tested with the community education programs in Lakewood, New Jersey. Community education was defined as a concern for everything that affects the well-being of all citizens within a community, and encompassing: (1) school involvement; (2) community served; (3) public facility as a community center; (4) scope of activities and services; (5) community needs; (6) community resources and interagency cooperation; (7) program clients; and (8) community participation. Lakewood's programs were supported by federal legislation, by New Jersey's thorough and efficient law, and by foundation funding. Particular emphasis was placed on the elderly and minority group residents of Lakewood. Evaluation data were obtained from participant interviews, staff questionnaires, participant questionnaire, neighborhood awareness questionnaire, and annual program reports from 1966-1978. The program's growth was demonstrated by the increase in projects (from 67 to 282) and in enrolled participants (from 1,853 to 61,432) between 1966 and 1978. (Several questionnaires are appended). (GDC)

ED 177 236 UD 019 785

Race Relations in the Kingdom'' of Callaway.

Missouri State Advisory Committee to the U.S. Commission on Civil Rights.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-May 79
Note-43p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affirmative Action, Ancillary Services, *Blacks, Community Relations, *Educational Opportunities, *Employment Opportunities, *Housing Opportunities, Race Relations, *Racial Discrimination, *Rural Areas, School Integration
Identifiers-*Missouri

This report is a first effort of the Missouri Advisory Committee to the U.S. Commission on Civil Rights to determine the current dimensions of race relations in rural areas of Missouri. Callaway County and its county seat, Fulton, are described, and poblems faced by blacks in the schools and in obtaining housing and employment are explored, the accessibility of locally and federally funded services is analyzed, and conclusions and recommendations of the advisory committee are outlined. They include: (1) improving communication between the black community and the schools; (2) improving job opportunities for minorities and women through effective affirmative action plans; (3) improving the allocation of local funds and municipal construction efforts in black neighborhoods; and (4) improving relations between the black community and the police department through a community relations program. (Author/EB)

ED 177 259 UD 019 819

Darity, William A.

On Relating Health Care Policy to the Provision of Health Care to Black Families.

Pub Date-Nov 77
Note-26p.; Paper presented at the National Urban League's Conference on Black Families: A Source of National Strength (Chicago, Illinois, November 2-5, 1977)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Employment, *Blacks, *Community Health Services, Discriminatory Attitudes (Social), Employment Opportunities, Employment Practices, *Employment Problems, *Family Health, *Family Income, *Health Needs, Racial Discrimination

This paper addresses health and social issues as well as other socioeconomic problems which affect the black family, and the development of appropriate policy and programs to deal with those problems. Data on infant mortality, life expectancy, maternal mortality, physician and dental visits, and some selected death rates from specific causes are provided to illustrate the state of health among blacks in America. Additional data are provided to show the consistency of unemployment, overrepresentation in low-paying jobs, and the continuous decrease in absolute income experienced by black families. It is argued that the problems faced by black families in these areas are the result of discrimination, racism, and selective employment practices. Suggestions are made for developing a community-based health care system that takes into account the socioeconomic problems of blacks and other minorities. (EB)

ED 177 197 TM 009 690

Patience, Wayne M. Reckase, Mark D.

Operational Characteristics of a Rasch Model Tailored Testing Procedure when Program Parameters and Item Pool Attributes are Varied.

Missouri Univ., Columbia.

Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date-Apr 79

Contract-N00014-77-C-0097

Note-38p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Programs, Educational Testing, *Item Analysis, Item Banks, *Mathematical Models, Simulation, Standard Error of Measurement, *Statistical Bias, Test Construction, Test Items, *Test Reliability

Identifiers-Computer Assisted Testing, Latent Trait Model, One Parameter Model, *Tailored Testing

Simulated tailored tests were used to investigate the relationships between characteristics of the item pool and the computer program, and the reliability and bias of the resulting ability estimates. The computer program was varied to provide for various step sizes (differences in difficulty between successive steps) and different acceptance ranges (precision with which selected items must match desired item difficulties). Item analysis and ability estimates were based on a one-parameter logistic (Rasch) model. Item pools varied in size from 9 to 181 items, and in shape to include normal, bimodal, rectangular, and postively skewed distributions of item difficulty. In addition, item difficulty distributions were designed to fit either precise theoretical distributions or actual test distributions. The acceptance range parameter was important because it influenced the point at which testing was discontinued; there was a fixed maximum of 20 items but a minimum in some circumstances of 4 items. Two different tailored test programs were used, TREE1P and SIM1P. Results were based on 25 simulated administrations under each of the various conditions. (CTM)

ED 177 177 TM 009 584

Sullivan, Howard J.
Considerations in Selecting and Using Instructional Objectives.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-Jan 73
Note-18p.
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($2.95)
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Academic Standards, Behavioral Objectives, Curriculum Design, *Curriculum Planning, Educational Assessment, *Educational Objectives, Elementary Secondary Education, Instructional Design, *Relevance (Education), *Selection, Student Evaluation

Important factors to consider in selecting instructional objectives and in designing objectives-based instruction are listed and discussed. Each factor is stated as a question, so that the factors can be used efficiently in selecting appropriate objectives and in designing effective instruction. The eleven factors are: (1) Is it really important for the student to possess the skill stated in the objective? (2) Does the student already possess the skill? (3) Is the skill or attitude teachable? (4) Should the teacher set performance standards? (5) Is the student given the information needed in order to attain the objective? (6) Do the instructional activities provide direct practice on the objective? (7) Does the learner possess the prerequisite skills necessary to obtain the objective? (8) Should there be alternative instructional methods? (9) Are the instructional activities potentially appealing to the student? (10) Does the planned assessment measure the skill stated in the objective? and (11) Does the importance of the objective justify the estimated time and expense? (GDC)

ED 177 217 TM 009 742

Coles, Gary J.

Quality Control Issues in the Implementation of the RMC Title I Models.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-AIR/TAC-79-3
Pub Date-Apr 79
Contract-300-76-0547
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Compensatory Education Programs, Data Processing, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, Information Utilization, Models, *Program Evaluation, *Quality Control, *Research Problems, School Districts, State Departments of Education, *Systems Development, Training
Identifiers-Elementary Secondary Education Act Title I, *RMC Models, *Title I Evaluation and Reporting System

The improvement and standardization of quality Title I evaluations at the local, state and federal levels is the intent underlying the development and dissemination of the Elementary and Secondary Education Act Title I Evaluation and Reporting System. Even if the current suggested procedures were technically perfect, implementation of any decentralized reporting system in the almost 14,000 school districts receiving Title I funds could be expected to lead to new issues that would have profound implications for the quality of the data gathered. Many such issues have already arisen, including, for example, minimization of reporting burdens, for local and state agencies; control of the quality of arithmetic operations required (especially score conversions for out-of-level tests); facilitation of school district commitment to quality evaluations; and concern that the developmental resources needed to implement a new system would delay states' current reporting requirements. This paper discusses these issues in the context of two approaches to quality control: (1) training of local staff by technical assistance centers and state education agencies; and (2) using the computer to collect and process test data. (Author/GDC)

ED 177 237 UD 019 786

Oversight Hearing on Title I of the Elementary and Secondary Education Act. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-6 Mar 79

Note-109p.; Not available in paper copy due to small, light print

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Compensatory Education Programs, Educational Finance, *Educational Improvement, Educationally Disadvantaged, Elementary Secondary Education, *Federal Aid, *Federal Legislation, *Federal Programs, Interagency Cooperation, Parent Associations, Parent Participation, *Program Effectiveness

Identifiers-*Elementary Secondary Education Act Title I

The testimony and statements of various administrators and educators at the hearing regarding the effectiveness of Title I are presented in this report. Emphasis is placed on the improvements made by Title I programs in the reading and mathematics skills of educationally disadvantaged students, and numerous case studies are cited in which Title I programs improved student achievement. Descriptions are given of the major programs funded under Title I in both urban and rural areas, and their impact on participating students is discussed. In many of the statements, Title I effectiveness is attributed to cooperation between Federal, State and local agencies and parent advisory councils. Some problems with the allocation of Title I funds are discussed and arguments for continuing and increasing Title I funds are presented. (EB)

ED 177 260 UD 019 820

The CHAD School.

Chad School, Newark, N.J.

Pub Date 79

Note-22p

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Community Schools, Elementary Secondary Education, Institutional Characteristics, Mathematics Curriculum, Reading Achievement, Science Curriculum, *Student Characteristics, *Test Results, *Ungraded Schools

Identifiers-*Metropolitan Achievement Tests, *New Jersey (Newark)

This report contains information about the CHAD school, an ungraded, community oriented school for children from ages 3 through 14. Academic offerings, enrollment policies, student background, and institutional characteristics are briefly described. Tables showing student interest in math and science fields and information about the school's financial sources are included. Additional tables illustrate the gains in reading and mathematics made by CHAD students on the Metropolitan Achievement Tests in comparison to the national norm for students in grades 1-8. Data showing class population and percentage of new students at CHAD are also provided. (EB)

ED 177 198 TM 009 691

Tuckman, Bruce W. Nadler, Frederick F.

Local Competency Standards vs. State Standards and Their Relation to District Socioeconomic Status.

Pub Date-Apr 79

Note-22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Standards, Basic Skills, Educational Needs, Elementary Secondary Education, *Minimum Competency Testing, Needs Assessment, *Remedial Instruction, *School Districts, Socioeconomic Influences, *Socioeconomic Status, State School District Relationship, *State Standards, Testing Problems, Test Results

The concern that minimum competency testing programs allow minimum performance levels to be accepted as the maximum was investigated, using reading and mathematics achievement test data in one state. State and local school district standards were defined as the number of students falling below each standard, thus needing remediation. Test results were, in most cases, taken from the Iowa Tests of Basic Skills, administered in grades four, seven, and ten. The districts sampled had applied for Title I funding, and were classified as low, middle, or high socioeconomic status (SES). Results indicated a high correlation between the number of students identified for remediation by state and by local standards. Correlations were highest in low SES districts. Reading test results based upon local standards exceeded the results based upon state standards by over 90%, most often in middle SES districts. As the discrepancy between state and local standards increased in size, the local standard tended to be the most stringent. It was also found that remediation needs increased with grade level. It was concluded that the setting of local standards was feasible; that higher standards appeared to be associated with wealthier districts; and that district standards tended to be higher than this state's standards. (GD)C

ED 177 238 UD 019 789

Oversight Hearing on the Impact Aid Program. Hearing Before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-5 Apr 79

Note-54p.; Not available in paper copy due to small print

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Facilities, *Educational Finance, Elementary Secondary Education, *Equal Education, *Equalization Aid, *Federal Aid, *Federal Legislation, *Federal Programs, Property Taxes, Tax Support, Urban Areas

Identifiers-*Education Amendments 1978

Recorded in this booklet are statements and letters presented at the hearing by a number of educational administrators concerning the impact aid legislation and amendments to the legislation. Many arguments are presented which call for the continuation and expansion of the impact aid program, particularly in urban areas where large numbers of children living in tax exempt public housing are dependent on Federal funds for their education. It is pointed out that the funding of education through property taxes is not realistic in areas where there is a large concentration of Federal companies or military installations, and that Federal funds are necessary to equalize the education of children in these areas with the education of those living in high tax supported communities. It is also argued that Federal funds should be made available for building and maintaining school facilities in areas where the low tax base cannot provide sufficient funds for these purposes. (EB)

ED 177 261 UD 019 824

Progress: A Report of Desegregation Trends in the States, Winter, 1979.
Education Commission of the States, Denver, Colo. National Task Force on Desegregation Studies.
Pub Date-79
Note-13p.
Journal Cit-Progress: A Report of Desegregation Trends in the States; Win 79
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anti Segregation Programs, Bus Transportation, Elementary Secondary Education, *Equal Education, Integration Litigation, *Integration Methods, *Integration Plans, Program Costs, Racially Balanced Schools, *School Integration, *State Action
Identifiers-California, Illinois, New Jersey, Ohio, Oregon, Washington

This report on desegregation includes an article by Senator M. Morris Jackson concerning desegregation in Ohio, and several brief reports on desegregation trends in California, Illinois, New Jersey, Ohio, Oregon, and Washington. Senator Jackson's article discusses the findings of Ohio's Joint Select Committee on School Desegregation, a bipartisan committee of 12 House and Senate members directed to study the States's role in reducing racial imbalance. The reports on desegregation trends in the States discuss the legislative action and/or policies introduced or implemented in each State to eliminate racial segregation in their schools. Included in each report is the name and address of an individual from whom further information on that State's desegregation policies can be obtained. (EB)

ED 177 178 TM 009 585

Stake, Robert E.

Priorities Planning. Judging the Importance of Individual Objectives.

Instructional Objectives Exchange, Los Angeles, Calif.

Pub Date–72

Note–24p.

Available from–Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($2.95)

Pub Type– Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors–Community Involvement, Cost Effectiveness, *Curriculum Planning, *Decision Making, Educational Assessment, *Educational Needs, *Educational Objectives, Elementary Secondary Education, Individual Needs, *Needs Assessment, *Records (Forms), Resource Allocations, Student Needs, Teachers, Time Factors (Learning)

The setting of priorities among educational objectives is just as critical, and at least as difficult, as the selection of objectives. Information that is commonly used to make decisions about priorities involves: the needs of persons who will benefit from the school program; the resources available; and the knowledge of what payoffs are likely for various teaching strategies and resource allocations. The Priorities Planning Sheet, developed by the Instructional Objectives Exchange, is useful to curriculum planners for evaluating their objectives priorities. The sheet contains five categories to be completed: (1) behavioral objective; (2) need (high, low, etc.) as seen by teacher, learner, and community; (3) resource allocation or instructional time required; (4) payoff probability high, low, etc., and (5) special conditions such as when to terminate the instruction, special materials or teachers required, or relevant student characteristics. The final blank is provided for recording the decision regarding planning priority high, middle, or low. (Sample worksheets have been filled out and are included). (GDC)

ED 177 218 TM 009 745

Anderson, Judith I. and Others

The Use of Title I Evaluation Data in Local Decision-Making A Federal Perspective.

Pub Date-Apr 79

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Compensatory Education Programs, *Decision Making, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, Federal Government, Federal Regulation, Federal State Relationship, *Government Role, *Government School Relationship, Information Utilization, Interagency Cooperation, Models, *Program Development, Program Improvement, Resource Materials, *School Districts, Technical Assistance, Workshops

Identifiers-Elementary Secondary Education Act Title I, Technical Assistance Centers, *Title I Evaluation and Reporting System

Following a brief history of the Title I Evaluation and Reporting System (TIERS) and the development of the RMC models and technical assistance centers, plans are described for activities to increase the usefulness of the evaluation data for local decision making. Three major kinds of activities are explained: projects developed by an Evaluation Use Committee; contracts to support state refinements of TIERS; and the continuing development of models appropriate for evaluating other Title I areas, particularly pre-second grade programs. The Evaluation Use Committee is engaged in producing materials on formative and summative

ED 177 199 TM 009 693

Loyd, Brenda H. Hoover, H. D.

A Comparison of Methods of Vertical Equating.

Pub Date-9 Apr 79
Note-20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 9-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, Comparative Statistics, Elementary Education, *Equated Scores, Mathematics, Raw Scores, Statistical Analysis, Test Interpretation
Identifiers-*One Parameter Model, *Vertical Equating

Rasch model vertical equating procedures were applied to three mathematics computation tests for grades six, seven, and eight. Each level of the test was composed of 45 items in three sets of 15 items, arranged in such a way that tests for adjacent grades had two sets (30 items) in common, and the sixth and eighth grades had 15 items in

ED 177 239 UD 019 790

Napier, Shirley
Two Major Problems Plague Urban Education and Its Administration.
Pub Date- 79
Note-6p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Change, *Administrative Problems, *Bureaucracy, *Educational Administration, Educational Improvement, Educational Needs, Educational Problems, *Educational Quality,

Ability Identification
The Development of a Culturally Fair Model for the Early Identification and Selection of Gifted Children: A Follow Up Study. ED 177 273
A Stepwise Discriminant Analysis of Eight Selected Basketball Skill Tests. ED 177 114

Abstract Reasoning
Developing Cognitive Skills in Handicapped Children Through Art. ED 176 426

Abstraction Levels
Developmental Differences in Concept Acquisition Strategies. ED 176 874
Relational Term Usage in Navajo Children. ED 176 927

Abstracts
Resources in Education (RIE). Volume 15, Number 02. ED 175 993

Academic Achievement
Accountability: Cognitive Development and Academic Achievement of Children in the Responsive Head Start and Follow Through Programs. ED 176 870
Attributions of the Success-Oriented Teacher for Students' Successes and Failures. ED 177 129
The CHAD School. ED 177 260
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics. ED 177 011
Contrasts in Relationships Between School Achievement and Background, Ability and Personality Factors for Groups Differing in Sex and Race at the Primary School Level. ED 176 845
Effect of Teacher Clarity on Student Achievement. ED 177 127
From School to Work: A Review of Major Research in Australia. Australian Education Review, No. 13. ED 176 112//
Learner Cognitive Attainment: A Basis for Establishing a Student Teacher's Competence. ED 177 128
National Report College-Bound Seniors, 1979. ED 176 692
A New Look at Grading, Recording, and Averaging Practices in Higher Education in the United States. ED 176 675
Predicting Student Performance in a Computer-Managed Course Using Measures of Cognitive Styles, Abilities and Aptitudes. ED 176 808
Self Statements, Test Anxiety and Academic Achievement: A Correlational Analysis. ED 176 160
Sex Role Development and Achievement of Adolescents in Ireland. ED 177 168
A Study of Nursing Curriculum Factors and Achievement on the North Carolina State Board Test Pool Nursing Examination. Summary Report. ED 176 654
A Study of the Effects of Individualized Programmed Mathematics Experiments on Achievement and Attitudes of Seventh Grade Students. ED 177 153
Teaching Styles as Related to Student Achievement. What Research Says to the Teacher. ED 177 156
Toward a Product-Free Process Analysis of Teaching. ED 177 104

Academic Aspiration
School SES Influences Composition or Context. ED 177 271
SIS (Student Information System) Postsecondary Student Follow-Up: Pilot Implementation Project, Winter 1979. ED 176 818

Academic Education
Decadence and Renewal in the Higher Learning. An Episodic History of American University and College Since 1953. ED 176 668//
The Relationship Between Nursing Education and Performance: A Critical Review. Nurse Planning Information Series 8. ED 177 164

Academic Libraries
Acceptability of Microfiche Copy in Lieu of Paper Copy of Current Journals. Technical Paper No. 10. ED 176 797
Development of a Responsive Library Acquisitions Formula. Final Report. ED 176 779
Helping Students Make the Transition from High School to Academic Library: A Report on a Study of Selected Library Instruction Programs in Massachusetts. ED 176 783
Off-Campus Library Services: Those Inbetween Years. ED 176 730
Organizing and Managing a Library Instruction Program: Checklists. ED 176 731

Academic Rank (Professional)
Potential Academic Rank Distribution of Full-Time Faculty at Canadian Universities 1975-1976 to 1984-1985. ED 176 610

Academic Standards
Considerations in Selecting and Using Instructional Objectives. ED 177 177//
Decadence and Renewal in the Higher Learning. An Episodic History of American University and College Since 1953. ED 176 668//
Local Competency Standards vs. State Standards and Their Relation to District Socioeconomic Status. ED 177 198
Minimum Standards of Pupil Performance: Mathematics, Grades K-9. Experimental Curriculum Bulletin, March 1979. ED 177 003
A New Look at Grading, Recording, and Averaging Practices in Higher Education in the United States. ED 176 675
The Restoration of Standards: The Modesto Plan. Fastback 129. ED 176 410
State Minimum Competency Testing: A Survey. ED 177 208

Academically Gifted
The Development of a Culturally Fair Model for the Early Identification and Selection of Gifted Children: A Follow Up Study. ED 177 273
Providing Inservice for Teachers of Academically Talented Students. ED 176 495
A Psycho-Educational Profile of Gifted Minority Group Students Identified Without Reliance on Aptitude Tests. ED 177 231

Access to Education
Bakke and Beyond. Invitational Regional Seminar. Collected Papers. ED 176 643
Crediting of Prior Experience (Alternatives for Meeting Credit Requirements). ED 176 626
Education and Migration and Their Relationship to the Occupational Opportunities of Rural People in Highland Ecuador. Working Paper 237. ED 176 938
Equity, Equal Opportunity, and Education. ED 176 371
Ethnic Minorities in Two-Year Colleges: Report to the Higher Education Research Institute. ED 176 831
Financial Barriers to Participation in Postsecondary Education Perceived by New York State Employed Women. ED 176 653
Meritocracy II. Perspectives on the Church and the Community College, Paper Number Sixteen. ED 176 828
Minority Students and Professional Associations. ED 176 656
The New Woman and the Old Academe: Sexism and Higher Education. ED 176 667//
The Process of Implementation of Higher Education Reforms. R & D for Higher Education, 1979: 4. ED 176 625

Access to Information
Technology Supported Information Systems. Selected References. Report No. 79-16 SPR. ED 176 796

Accident Prevention
Consumer Product Safety: What's It All About? Teacher's Guide. No. 8-T. ED 177 100
IBPAT/OSHA Health and Safety Education Book. ED 176 119

Accountability
Efficiency, Effectiveness, and Management Information Systems in Higher Education. ED 176 658
Program Monitoring. ED 176 189

Accounting
Student Guide for Documenting Experiential Learning: Accounting. ED 176 836

Accreditation (Institutions)
Approved Programs in Texas Colleges and Universities for the Preparation of Teachers. ED 177 124
The ATA Wingspread II Conference: Moving Forward. ED 176 340
Bulletin 701. Accreditation Regulations Applicable to Kansas Schools and School Districts, Effective May 1, 1979. ED 176 417
Policies, Procedures, and Standards for Certification of Professional School Personnel. ED 177 155
Standards for the Approval of Teacher Education Programs in West Virginia. ED 177 160

Acculturation
Study Guide on Italian-Americans. ED 177 269//

Achievement
Achievement Motivation as a Predictor of Effort and Achievement in a Mastery Learning Course. ED 176 174
Guidelines for Self-Assessment of Secondary-School Science Programs, I: Our School's Science Curriculum. ED 176 974
Intervention Model: Mathematics. ED 176 940
Mathematical Applications: Selected Results from the Second Assessment of Mathematics. ED 176 965
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics. ED 176 964
Origins of Sex Differences in High School Mathematics Achievement and Participation. ED 176 947

Achievement Gains
An Alternative Model for the Evaluation of Change. Technical Report. ED 177 189
Enseignement de la langue maternelle a des enfants d'emigrants (Teaching the Native Language to Children of Immigrants). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin, No. 26. ED 176 545
Exploratory Study of the Use of a Wide Range Reading Test with Model A in Title I Evaluation. ED 177 201
Impact of ESEA Title I Programs on Education in West Virginia. Final Report. Fiscal Year 1977-78. ED 177 185

Achievement Need
Attributions of the Success-Oriented Teacher for Students' Successes and Failures. ED 177 129

Achievement Rating
Parental Involvement in Preschool Education: Asset or Liability. ED 176 849

Achievement Tests
Achievement Testing A Look at Trends. ED 177 221
An Author's Perspective of Standardized Achievement Tests. ED 177 195
A Comparison of Methods of Vertical Equating. ED 177 199
Etude Analytique des Instruments de Testing Employes Pour Evaluer les Progres des Eleves et des Moyens de Communiquer les Resultats aux Parents. L'Evaluation du Rendement Scolaire, pour Cycles Primaire et Moyen. (An Analytical Review of Test Instruments Used to Test Employees for Evaluating Pupil Achievement in the Primary and Junior Divisions and for Communicating the Results to Parents. The Evaluation of Scholastic Output for the Primary and Junior Divisions.) ED 177 227
Executive Summary of a Report on Alberta Assessment of School Mathematics. A Study Conducted for the Minister's Advisory Committee on Student Achievement. ED 177 005
Problems in Application of Latent Trait Models to Tailored Testing. ED 177 196
Standardized Achievement Testing Programs Viewed From the Perspective of a Non-Measurement Specialist. ED 177 209
Teachers' Opinions of Standardized Test Use and Usefulness. ED 177 202

Acoustic Structuring Test
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